

EDUCATION 260: REFLECTIVE TEACHING

Fall, 2011, Dr. Robert Mayer

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Office Hours: Tuesday and Thursday, 1-3 or By Appointment

Class: Tuesday and Thursday, 8:55-10:05; Lab: Thursday: 7:50-10:05



"...real liberation is achieved through popular participation. Participation in turn is realized through an educational practice that itself is both liberatory and participatory, that simultaneously creates a new society and involves the people themselves in the creation of their own knowledge." **Paulo Freire**

INTRODUCTION

Life is lived in communities. Communities are shaped by language and language shapes our thinking and our culture. My goal is for the class to become a community that is grounded in a language of teaching, learning, and reflection. Becoming such a community will prepare you to enter the broader culture of teaching with a language that will allow you to participate in the talk of the reflective community you will share with future colleagues. Such talk forms the foundation for dialogue within the community. Further, that community of colleagues should mirror the community in the classroom you guide. In that setting, each individual learner will be nurtured by their colleagues to become the wisest and best person possible. Your classroom will honor the unique nature of each student and the unique path they are on. The same should happen for you within your collegial network as a professional teacher and as a member of the EDUC 260 community.

Beyond the language and beyond the understanding of what makes a learning community, your experience in EDUC 260 will allow you to develop both an expertise and a propensity to examine the daily details of your teaching practice in the service of continuous growth. The most important daily details involve the student learning occurring as a result of your teaching. You need to continuously assess the quality of that learning and adjust your teaching appropriately. Such continuous assessment is the heart of reflective teaching. Finally, you need to use your reflections to help you hone a personal philosophy of teaching. We have important work to do this semester.

ENDURING UNDERSTANDINGS

- The methods a teacher chooses grows out of their view of learning and what learning is of most value.
- Rich learning grows from cohesive learning communities.
- Good teachers continuously assess the learning that occurs in their classroom.
- Every teacher is unique and that uniqueness grows from the teacher's personal vision.
- Learning to teach takes a lifetime of inquiry.

ESSENTIAL QUESTIONS

- What ways do I need to reflect in order to continuously grow as a teacher?
- How can I make myself aware of the learning taking place in my classroom?
- What is the nature of the learning that I want my students to gain?
- How do I create classrooms that take into consideration all students in my class?

TEXT

- Learning & Teaching: Research-Based Methods (Fifth Edition)* by Donald P. Kauchak and Paul D. Eggen
- What Teachers Really Need to Know about Formative Assessment* by Laura Greenstein
- 50 Strategies for Teaching English Language Learners* by Adrienne L. Herrell and Michael Jordan

ATTENDANCE/ASSIGNMENTS

Since the issues being considered in the course require informed discussion and involvement, you are expected to attend every class with a basic understanding of the assigned reading or with questions to be raised about the reading. You are also expected to be on time. If you must be absent for some reason, you must let me know ahead of time, unless there is some emergency. In the case of an emergency, speak to me about the situation as soon as you are

able. Absences will be excused for legitimate reasons such as illness. For each unexcused absence, a 0 will be calculated for 2% points of your total grade. Missing more than three sessions will be a signal to me of a serious problem that we should discuss.

There will be unannounced quizzes throughout the semester. You will be permitted to make up these quizzes if your absence is excused. In addition, it is your responsibility to find out about and secure any materials that may have been distributed or assignments given during missed classes.

Absence is not an excuse for missed work. If circumstances arise that keep you from completing an assignment when it is due, you should discuss the situation with me. I have provided my phone number and e-mail so that you can contact me. It will be your responsibility to talk to class members to find out in detail what you missed.

Grades for assignments that are late without prior agreement will be lowered by 5% of the total value of the assignment on the first day and 5% more for every subsequent two days of lateness.

ACADEMIC HONESTY

The Student Handbook defines plagiarism as: "A major form of academic dishonesty...the use, deliberate or not, of any outside source without proper acknowledgment." The Handbook then states, "Students may not submit homework, computer solutions, lab reports, or any other coursework prepared by, copied from, or dictated by others." I will abide by the overall academic honesty procedures as laid out in the student handbook. Make sure that you read the policies carefully. For instance, the Handbook also demands this. "Students must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given." Please follow that dictum. You are encouraged to discuss readings and to seek feedback on papers from your colleagues in the class. Collaboration is great. Cheating is wrong. The work you turn in, ultimately, must be of your own creation.

Work proven to be in violation of the academic honesty policy will receive a 0 and the Associate Dean for Academic Affairs will be informed of the violation. In addition, violations of the academic honesty policy would reflect a cynical view of learning itself, one not needed in the educational world. Acts of plagiarism or cheating would make it very difficult for me to support the violators application for student teaching. Acts of academic dishonesty are routinely reported to the Teacher Education Committee who accepts and rejects candidates into student teaching.

ACCOMMODATIONS

Day students who wish to disclose a disability and request accommodations under the Americans with Disabilities Act (ADA) for this course MUST first meet with Mr. Joseph Kempfer in the Office of Learning Services.

Comenius Center students who believe that they may need accommodations in this class are encouraged to contact the Dean of the Comenius Center as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.

CELL PHONES

Cell phones need to be put away during class, meaning no texting during class.

ASSIGNMENTS and GRADING:

1. Peer Microteaching Analyses including all prewrites and drafts (at least 2) and Log [25 % total]
Analysis 1 (10%) Analysis 2 (15%)
2. Microteaching Lesson Plans: LP1 (2%) LP 2 (2% Each) [4% Total]
3. Writing-to-Learn Activities (15 %)
4. Quizzes (5%) [Note: I hold open the possibility that I will give quizzes if I feel that students are not reading assignments. If quizzes are not given or if few quizzes are given, the overall grade will be based on 95 points.]
5. Attendance and Participation in Class Discussion (5%)
6. Tutoring: Daily Reports and Journal (5%) Final Report (14%) Lesson Plans (2%) Lesson Analysis (5%) [26% Total]
7. Strategy File (5%)
8. Final Statement (15%)

TUTORING FIELD EXPERIENCE MEETING

You must attend one of these meetings: 8/31 at 5 or 9/1 at 11:45 in PPHAC 102.

COURSE SCHEDULE

*Available through Ebscohost at Reeves

TEACHER-CENTERED MODELS, FORMATIVE ASSESSMENT, AND LESSON PLANNING

8/30 (T)-Assessing Learning/Becoming a Learning Community

9/1 (Th)-Direct Instruction/What is formative assessment?

Lab: What is Reflection in Teaching?

- Assignment:** 1) Read the course syllabus
 2) Kauchak & Eggen, Ch. 8 (pp. 246-252; 257-269; 271-274)
 3) Greenstein, Introduction (pp. 1-11)

9/6 (T)-Lecture-Discussion

- Assignment:** 1) K & E, Ch. 9 (pp. 280-300)
 2) K & E, Ch. 5 (pp. 159-168)

Writing-to-Learn 1: Describe and then critique the direct instruction model **OR** lecture-discussion. In describing the model, talk about the theory behind it or, in other words, the reason the authors would give for why the approach would promote learning. Also talk about what you see to be the core component (introduction, guided practice, integration) or components of the model. Conclude with a well-argued critique by discussing your personal reaction to the model.

9/8 (Th)-Planning a Lesson Using Direct Forms of Instruction/Formative Assessment

Lab: Lesson Plan Workshop

- Assignment:** 1) Lesson Plan Format [See Microteaching Handout]
 2) K & E, Ch. 4 (PP. 106-110; 117-125)
 3) Wong Format for Behavioral Objectives [Handout]
 4) "Six Common Mistakes in Writing Lesson Plans (and what to do about them)" By Dr. Bob Kizlik [On-Line:
<http://www.adprima.com/Printer/printmistakes.htm>
 5) Greenstein, Chapter 1 (pp.15-20; 23-26)
 6) In PDE's Standards Aligned System, Read Section on "Fair Assessments" <http://www.pdesas.org/Assessment>
DUE: Bring in an idea for something you might like to teach to members of your class in microteaching I. Write a 5-7 sentence description of the topic. This topic will form the basis of a plan that we create in class.

9/13 (T)-Teaching Concepts Inductively and Deductively/Formative Assessment

Assignment: K & E, Ch. 8 (pp. 252-257)

Writing-to Learn 2: Describe formative assessment and explain how you plan to use it in your teaching. (1 page minimum.)

9/15 (Th 8:55-10:05)-Teaching English Language Learners 1, Theory and Practice

- Assignment:** Herrell and Jordan, Section I (pp. 1-16); Ch. 16 (103-107); Ch. 17 (108-112); Ch. 24 (142-149)
Convocation: Instead of the lab, we will attend the Jonathan Kozol lecture together.

9/20 (T)-Teaching English Language Learners 2, Practice

Assignment: Herrell and Jordan, Ch. 11 (pp. 74-82); Ch. 20 (pp. 120-125); Ch. 21 (pp. 126-131); Ch. 25 (pp. 150-154); Ch. 26 (pp. 155-159); Ch. 27 (pp.160-164)

Writing to Learn 3: Summarize and critique the Kozol lecture.

9/22 (Th)-Microteaching I

DUE: Lesson Plan for Microteaching I

Tutoring Begins 9/26

9/27 (T 7:50-10:05)-Discussing Tutoring and Formative Assessment/Triad Meeting

Assignment: Greenstein, Chapter 4 (pp. 65-101)

CONSTRUCTIVIST LEARNING/CONSTRUCTIVIST TEACHING

9/29 (Th)-Rosh Hashannah, No Formal Class; Topic: Introduction to Constructivism

Assignment: *1)"The Courage to be Constructivist" by Martin G. Brooks and Jacqueline Grennon Brooks, *Educational Leadership*, 1997, 57 (3)3.

2)View: Brooks interview from thirteen | ed online website.

(http://www.thirteen.org/edonline/concept2class/constructivism/index_sub3.html) View all 12 segments and if desired, print transcripts

Due (By Noon): Writing-to-Learn 4: Write a description and critique of three strategies you encountered in the Herrell/Jordan text. Identify at least two strategies you plan to use in your field assignment and explain why you feel they are well suited for the group you observed.

Due (By Noon): Journal, Initial impression entry (for field experience) [Please send both assignments digitally.]

10/4 (T)/Guided Discovery, A Constructivist Approach

Assignment: K & E, Ch. 10 (307-331)

Writing-to-Learn 5: Describe and critique the guided discovery approach. Explain how the approach is a constructivist approach as laid out by Brooks and Brooks.

10/6 (Th)-Problem-Based Instruction, A Constructivist Approach/Writing Workshop/Discussion of Tutoring

Lab 1: Tutoring!!! Bring in data related to your students for a discussion on identifying the problems faced by the students you will tutor. This will help you write your first tutoring journal.

Lab 2: Writing Workshop for Microteaching Analysis

Assignment: K & E, Ch. 11 (pp. 337-369)

Due: Draft of Microteaching I Analysis

Due: Fri., October 7 by noon, Journal 1 for tutoring (with daily report and other data), Drop off at PPHAC328 Bin

Due: Wed., Oct. 12 by noon, Analysis for Microteaching I and Log, Drop off at PPHAC328 Bin

10/13 (Th)-Questioning, A Fundamental Skill for Constructivist Pedagogy 1

Lab: Questioning/Thinking about Microteaching II

Assignment: 1)K & E, Ch. 6 (pp. 176-181; pp. 184-198)

2)"Deciding How to Ask Questions" by Donald Orlich et.al. [Handout]

CONSTRUCTIVIST LEARNING/SOCIAL INTERACTION

10/18 (T) Discussion and Community

Assignment: 1)"Refuting Misconceptions about Classroom Discussion" by William W. Wilen, *Social Studies*, 95 (1)

2) K & E, Ch. 7 (pp. 237-240)

Writing-to-Learn 6: In this brief entry, write down six rules for effective classroom discussion presented by Wilen. Come to class ready to discuss and to critique those rules.

10/20 (Th) Constructivism and Student Discourse: Cooperative Learning

Lab: Cooperative Learning/Planning for Microteaching II

Assignment: K & E, Ch. 7 (pp. 207-229)

Writing-to Learn 7: How would cooperative learning promote learning and a sense of community within a classroom? Be sure to talk about a specific type or specific types of cooperative learning. Also, make sure you fully describe what you mean by cooperative learning, learning, and community.

Due: Strategy File with At Least 25 entries

10/25 (T) Cooperative Learning and Teaching English Language Learners 3

Assignment: Herrell & Jordan, Ch. 4 (pp. 30-36); Ch. 6 (pp. 45-49); Ch. 23 (pp. 136-139)

10/27 (Th)-**Lab:** Microteaching II

Due: Lesson Plan for Microteaching II

11/1 (T)-Teaching English Language Learners 4/Formative Assessment

Assignment: 1) Greenstein, Chapter 3 (PP. 39-64)

2) Herrell & Jordan, Ch. 37 (pp. 222-226); Ch. 38 (227-233); Ch. 40 (240-245)

3) PA English Language Proficiency Standards (Google PAELPS for a PDF)

TEACHING LITERACY: READING AND WRITING ACROSS THE CURRICULUM

11/3 (Th)-Reading Session I

Lab: Triad Meeting

Assignment: 1) Herrell & Jordan, Ch. 22 (pp. 132-135); Ch. 29 (pp. 177-181); Ch. 33 (pp. 198-204); Ch.44 (pp. 261-265)
 2) Case (Handout)
Due: Journal 2 for tutoring (with daily report and other data)

11/8 (T) Reading Session II

Assignments: Herrell & Jordan, Ch. 32 (pp. 192-197); Ch. 34 (pp. 205-208); Ch. 41 (pp. 246-249); Ch. 42 (pp. 250-254); Ch. 45 (pp. 266-269); Ch. 46 (pp. 270-273)

Writing-to Learn 8: Briefly describe the problem experienced by Mr. Burns. Using at least five ideas from the Herrell & Jordan text, propose a solution. Make sure that you adequately described all strategies you propose and that you explain how these strategies would help to solve the problems experienced by Mr. Burns and his students.

11/10 (Th) Writing Across the Curriculum

Lab: Writing Workshop

Assignment: 1) Herrell & Jordan, Ch. 28 (pp. 165-176)

**2) Vacca and Vacca, "Writing to Learn" from *Content Area Reading: Literacy and Learning across the Curriculum* by Richard T. Vacca and JoAnne L. Vacca [On Reserve]

3) "The Power of Voice" by Tom Romano, *Educational Leadership*, 2004, 62 (2)

Due: Draft Of analysis for microteaching II

CLASSROOM MANAGEMENT

11/15 (T) Classroom Management

Assignment: 1) "The Key to Classroom Management" by Robert J. and Jan S. Marzano, *Educational Leadership*, 2002, 61(7)

2) Case (Handout)

Due (Friday, 11/18 by 3:00) Analysis for Microteaching II and Log in PPHAC 328 Bin

11/17 (Th) Classroom Management

Lab: Developing a Management Plan

Assignment: K & E, Ch. 3 (pp. 72-100)

11/22 (T) Classroom Management

Assignment:1) "Solving Problems Together" from *Beyond Discipline* by Alfie Kohn [Reserve in Reeves]

2) "Beginning the Year in an Eighth Grade English Class" [Handout]

Writing-to-Learn 9: Classroom Management Plan

TEACHING WITH ALL OF OUR STUDENTS IN MIND

11/29 (T) Differentiated Instruction/Universal Design

Assignment: 1) K & E, Ch. 12 (pp. 379-402)

2) "Providing New Access to the General Curriculum: Universal Design for Learning" by Chuck Hitchcock, Anne Meyer, David Rose, and Richard Jackson, *Teaching Exceptional Children*, Nov-Dec, 2002.

Due: Strategy File with At Least 50 entries (This will include the entries previously turned in. Indicate clearly where the new entries begin.)

12/1 (Th) How Do We Learn?

Lab: Learning and Teaching

Assignment: "Learning and Cognitive Processes" from *Educational Psychology, Developing Learners* by Jeanne Ellis Ormrod [On Reserve in Reeves]

Due: Tutoring Lesson Analysis

12/6 (T) Final Thoughts, Teaching with Big Ideas

Assignments: "The Futility of Trying to Teach Everything of Importance." By Grant Wiggins, *Educational Leadership*, Nov, 89, Vol. 47 Issue 3, p44, 8p;

Due: Final Report on Tutoring

Tutoring Ends 12/7

Due: December 14 at 11:30, Final Exam (If you have two other exams on that day, please contact me so that we can make arrangements for an alternative due date.)

CLASS ASSIGNMENTS

WRITING-TO-LEARN

You will often have writing-to-learn assignments. Specific topics are listed throughout the syllabus. Generally, you will be asked to summarize and react to readings. Such thinking will prepare you to discuss readings in class or draw conclusions from readings. The writing will also allow you to explain the article in your own words and to find personal meaning in what you have read. Writing-to-learn assignments will help prepare you for other writing in class (microteaching analyses, final exam). Overall, and as the name implies, the writing will be a tool for your learning.

Overall, you should respond to the writing prompt. Use the writing as an opportunity to lay down your understanding of the reading. **You should always feel free to go beyond the prompt.**

Here are some specific directives. Unless specified otherwise, each entry should be around two pages. In the spirit of journal writing, get your thoughts down without worrying about organization, grammar, or spelling. Your writing needs to be essentially clear, so reread your entry to assure yourself that it makes sense. If it is not clear to you, revise. Don't forget to spellcheck.

STRATEGY FILE

Maintain a document file where you list strategies you encounter that you think you might use in the classroom, now or in the future. For each strategy, write a 4-7 sentence paragraph where you briefly describe the strategy and briefly explain why you would be inclined to use it. This file will help you to write the final exam and will be used again during student teaching. *Due October 20 and November 29*

ASSIGNMENTS FOR TUTORING

This tutoring-field experience will help you become more conscious of English language learners (ELLs) and learners with disabilities when planning and teaching for whole class instruction. Tutoring affords you an opportunity to focus on one or two students at a time so that you will better understand the particular learning needs of these two groups. While the focus is on ELLs and learners with disabilities, formative assessment strategies you learn and employ will be useful for all students. Overall, you will become a more reflective teacher by paying careful attention to your students as learners and then adjusting instruction based on those observations and the judgments you make. Assignments below are set up to help you become more reflective in your practice.

A. Daily Report: Complete a daily report after each tutoring session. Daily reports may be informal. They are record-keeping devices for you. Reports will include responses to all questions below. Reports are due every Thursday in class, unless you make other arrangements. Over the course of your tutoring experience, you **must** employ at least three strategies from the Greenstein text. (For the weeks of 10/3, the daily report will be due on Friday, October 7 with the journal.)

1. What were the language and learning goals for the lesson?
2. What formative assessment devices did you employ to determine where the student(s) was(were) in terms of the goals?
3. What data did you gather? What did you find out from those assessments?
4. What teaching strategy or strategies did you employ to help the student(s) reach their goal?
5. What formative assessment strategies did you use during instruction?
6. What data did you gather? What did you find out from those assessments?
7. Given the analysis of data from the assessment strategies, what strategies will you use in the future? How will you adapt them for the students?

B. Journal Entries:

1. **Initial Impression Entry:** Turn in a one-to-two page discussion where you share initial impressions of the tutoring experience. Your discussion might include descriptions of students, descriptions of initial tutoring sessions, plans for how you want to proceed, concerns, and more. *(Due 9/29 by noon)*

2. **Progress Reports** describing the work with students and what is being discovered about how the students learn and how to teach the students.

In about two pages, describe your teaching, the student response to your teaching, and what you are learning about how to teach the students. Use your daily report, student work, and data you have gathered to write the journal entry, clipping all of this supportive material to your journal entry. *(Due 10/7 and 11/3)*

3. **Lesson Analysis:** As with the microteaching, you will write an analysis of the two (or more) lessons that you teach. Again, you answer this question **Given the learning taking place in my lesson, how should I teach?** With the lesson analysis, you will have a special focus on diversity. That is, **given the learning of English language learners and learners with disabilities taking place in my lesson, how should I teach to the diversity of students in my class?** As with the microteaching analysis, you must describe student learning and teaching methods. You also need to draw conclusions from these descriptions. Given the analysis of these lessons, how will you teach in the future, making sure to address how you teach to the diversity in your class.

The lesson analysis should be around three double-spaced pages and will be more informal than the microteaching analysis, since it is a journal. Plan to include data from the lessons. That might include student work, coop notes, and more. *(Due 12/1)*

C. Final Report: In approximately four double-spaced pages, write a report to your cooperating teacher. **Attach an appendix with data you have gathered, including daily reports and student work.** The paper must be well written in that it asserts big ideas with supporting details. Use this paper as a general guide for font and margins. In the report you must:

- Describe each student as a learner.
- Discuss the formative assessment strategies you used and the data you attained from those strategies.
- Describe the extent to which each student reached learning goals.
- Describe teaching strategies you used with each student and your rationale for selecting those strategies.
- Explain what you think are the best strategies for working with these particular students and why. Support the why by referring to data gathered.
- Draw an overall conclusion concerning what you have learned about teaching English language learners and learners with disabilities.

(Due 12/6)

STANDARDS

STUDENTS ARE EXPECTED TO:

- demonstrate understanding of the legal rights and responsibilities of the teacher for special educational referral and evaluation and the rights and procedural safeguards that students are guaranteed. (ACC I. A2) [FE]
 - demonstrate an understanding of the meaningful roles that parents and students play in the development of the student's education (ACC I. E5) [FE]
 - work collaboratively with all members of the student's instructional team including parents and agency personnel (ACC I. E8) [FE]
 - demonstrate knowledge of language systems, structures, functions, and variation (ELL I. A1) [FE, CD, FR, WTL, Q]
 - identify socio-cultural characteristics of ELLs including educational background and demographics. (ELL I. B1) [CD, DR, TJ, FR]
 - describe how ELLs' cultural communication styles and learning styles affect the learning process (ELL I. B2) [CD, DR, TJ, FR]
 - describe how ELLs' cultural values affect their academic achievement and language development (ELL I. B3) [CD, DR, TJ, FR]
 - identify bias in instruction, materials and assessments (ELL I. B4) [DR, TJ, FR]
 - demonstrate cross-cultural competence in interactions with colleagues: administrators, school and community specialists, students and their families (ELL I. B5) [FE]
 - observe culturally and/or linguistically diverse instructional settings (ELL I. B6) [FE]
- IIA) 1. Apply research, concepts and theories of language acquisition to instruction. [FE]
 2. Implement appropriate research-based instructional strategies to make content comprehensible for all ELLs. [FE, LP, CD, DR, TJ, FR]
 3. Demonstrate effective instructional planning and assessment integrating the PA Language Proficiency Standards for English Language Learners PreK-12 (ELPS) [LP]
- IIB) 1. Use PA ELPS to design content assessment. [LP]
 2. Identify issues related to standards-based formative and summative assessment for all ELLs. [CD, DR, TJ, FR]
 3. Use assessment data to differentiate and modify instruction for optimal student learning. [CD, DR, TJ, FR]
 2. Demonstrate collaborative, co-teaching models for serving ELLs. [FE, TJ]
- I) 3. Define common terms associated with English Language Learners. [CD, Q, SF]

SPECIAL EDUCATION STANDARDS

- IA) 1. Demonstrate an understanding of and ability to plan for: type, identification and characteristics of different types of disabilities, as well as effective, evidenced-based instructional practices and adaptations. [FE, LP, FR]
- IB) 2. Physical: Recognize patterns of normal physical developmental milestones and how patterns of students with disabilities may be different, and plan effectively for possible accommodations and/or modifications which may be necessary to implement effective instructional practices. [FE, LP, FR]
 3. Social: Initiate, maintain and manage positive social relationships with a range of people in a range of contexts. [FE, CE]
 a. Recognize areas of development for students with disabilities and plan effectively for: interpersonal processes, forming and maintaining relationships (including parent-child, caregiving, peer, friend, sibling), and attachment models and their effects on learning. [FE, LP, DR, TJ, FR]
- IC).1. Demonstrate the use of formal and informal assessment data for instructional, behavioral and possible eligibility decisions based on the type of assessment, level of the students being assessed, and the point and quality of instruction. [FE, LP, DR, TJ, FR]
 3. Demonstrate an understanding of the multi-disciplinary evaluation process and an ability to articulate the findings presented in an evaluation report including grade-level equivalents, percentile rank, standard scores, and stanines. [FE]
 4. Demonstrate an understanding of the components of the Individualized Education Plan (IEP) process, with emphasis on understanding measurable goals based on present levels, specially designed instruction, adaptations, accommodations, supplementary aids and services, and supports for school personnel. [FE, LP, DR, TJ, FR]
 Create an instructional plan using assessment information related to individual student achievement. [FE, LP, DR, TJ, FR]
 7. Analyze and interpret formative assessment (e.g., curriculum based assessment, CBA). [FE, LP, DR, TJ, FR]
 8. Demonstrate an understanding of the purpose and intent of standardized assessments and progress monitoring as one of multiple indicators used in overall student evaluation. [FE]

9. Systematically monitor student performance to best identify areas of need. [FE, LP, DR, TJ, FR]
10. Use evaluative data on an individual, class and district level to implement instructional and/or programmatic revisions for quality improvement. [FE, LP, LA]
- ID)3. . Create an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and equipment. [FE, LP, FR]
- IE) 1. Identify effective co-planning and co-teaching strategies. (FE, UP, UPC)
3. Identify instructional level of students through collaboration with members of the IEP team. [FE]
4. Understand the role of the general educator as part of the team for transition planning across transition points (i.e., preschool to school entry, grade level to grade level, school to school, to post school outcomes). [FE, FR]
- II. 1. Demonstrate an ability to match instructional research-validated literacy interventions to identified student needs. [FE, LP, DR, TJ, FR]
4. Clearly articulate and model the use of explicit and systematic instruction in the teaching of literacy (reading and writing) for students with disabilities across all reading levels. [FE, LP, DR, TJ, FR]
5. Utilize assessment tools with appropriate accommodations in the area of literacy to identify effectiveness of the standards based curriculum (core literacy program for students with disabilities). [FE, LP, DR, TJ, FR]
6. Establish and maintain progress monitoring practices aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for students with disabilities. [FE, LP, DR, TJ, FR]
8. Identify evidence-based instructional practices to be used with students with disabilities in the area of literacy. [FE, LP, DR, TJ, FR]
9. Demonstrate instructional strategies to enhance comprehension of material. [FE, LP, DR, TJ, FR]
11. Demonstrate an understanding of the challenges that students with specific disabilities face in content area literacy. [FE, LP, DR, TJ, FR]
12. Establish and maintain progress monitoring practices within the content area aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for all students with disabilities. [FE, LP, DR, TJ, FR]
13. Clearly articulate and model the use of explicit and systematic instruction in the teaching of content area literacy for all students with disabilities. [FE, LP, DR, TJ, FR]
15. Demonstrate the ability to adapt content area material to the student's instructional level. [FE, LP, DR, TJ, FR]
- III. 1. Identify effective instructional strategies to address areas of need. [FE, LP, DR, TJ, FR]
2. Scaffold instruction to maximize instructional access to all students. [FE, LP, DR, TJ, FR]
3. Monitor student progress to provide mediated scaffolding and increase academic rigor when appropriate. [FE, LP, DR, TJ, FR]
4. Provide feedback to students at all levels to increase awareness in areas of strength, as well as areas of concern. [FE, LP, DR, TJ, FR]
5. Strategically align standard based curriculum with effective instructional practices. [FE, LP, DR, TJ, FR]
6. Identify and implement instructional adaptations based on evidence-based practices (demonstrated to be effective with students with disabilities) to provide curriculum content using a variety of methods without compromising curriculum intent. [FE, LP, DR, TJ, FR]
7. Analyze performance of all learners and make appropriate modifications. [FE, LP, DR, TJ, FR]
8. Design and implement programs that reflect knowledge, awareness and responsiveness to diverse needs of students with disabilities. [FE, LP, DR, TJ, FR]
9. Use research supported methods for academic and non-academic instruction for students with disabilities. [FE, LP, DR, TJ, FR, SF]
10. Develop and implement universally designed instruction. [FE, LP, DR, TJ, FR]
12. Demonstrate efficient differentiated instruction and an understanding of efficient planning, coordination and delivery for effective instruction required for inclusive settings. [FE, LP, DR, TJ, FR]

Note: FE, Field Experience; CD, Class Discussion; TJ, Teaching Journal, DR, Daily Report; FR, Final Report; WTL, Writing-to-Learn, Q, Quizzes; SF, Strategy File

