

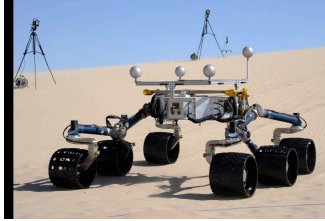
EDUCATION 260: REFLECTIVE TEACHING

Fall, 2012, 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



"To live in openness toward others and to have an open-ended curiosity toward life and its challenges is essential to educational practice. To live this openness towards others respectfully and, from time to time, when opportune, critically reflect on this openness ought to be an essential part of teaching."

Paulo Freire

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.
- ☞ Classrooms need to be places of inquiry driven by curiosity.

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?
- ☞ What practices do I need to learn in order to be the sort of teacher I want to be?
- ☞ What is the vision that will drive my teaching?

TEXTS

Learning & Teaching: Research-Based Methods (Fifth Edition) by Donald P. Kauchak and Paul D. Eggen

So What Do They Really Know: Assessment that Informs Teaching and Learning by Cris Tovani

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

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

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 must be put away during class, meaning no texting during class.

ASSIGNMENTS and GRADING:

1. Peer Microteaching Reflections including all prewrites and drafts (at least 1) [18 % total]
Reflection 1 (8%) Reflection 2 (10%)
2. Microteaching Lesson Plans: LP1 (2%) LP 2 (2%) [4% Total]
3. Microteaching Practices Assessment: MT Lesson 1 (3%) Mt Lesson 2 (3%) [6% total]
3. Homework and Quizzes (25%) [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.]
4. Teaching Practices Matrix (2%)
5. Attendance and Participation in Class Discussion (5%)
6. Tutoring: Journals and Daily Notes (5%) Final Report (14%) Lesson Plans (2%) Lesson Analysis (4%) [25% Total]
7. Final: Statement on Teaching Practices Matrix and Philosophy (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

Readings marked with asterisk () can be found on the course blackboard site. Please bring copies to class. If you have printed copies, make sure you annotate.

TEACHER-CENTERED MODELS AND LESSON PLANNING

8/28 (T)-Becoming a Learning Community / Problematising Teaching Practices and the PA Common Core-

8/30 (Th)-Direct Instruction

Lab: What is Reflection in Teaching?

Assignment: 1) The course syllabus
2) Kauchak & Eggen, Ch. 8 (pp. 245-274)

✎ **Homework:** Create a double-entry journal. The left side should contain at least ten key terms with definitions in your own words, ideas, or essential quotes related to direct instruction. The right side should contain your reactions to the right side, especially as it concerns how you will use the model in your teaching.

9/4 (T)-Planning a Lesson Using Direct Forms of Instruction

Assignment: 1) Lesson Plan Format [See Microteaching Handout]

2) K & E, Ch. 4 (PP. 110-125)

*3) Wong Format for Behavioral Objectives [Handout]

*4) "Objectives that Students Understand," by Robert J. Marzano (*Educational Leadership*, May, 2011)

*5) "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>]

✎ **Homework:** a) Bring in a topic you might like to teach to members of your class for microteaching I. Write a brief 3-4 sentence description of the topic. This topic will form the basis of a plan that we create in class.

b) Create three objectives using the Wong model you might like to reach in your microteaching lesson.

c) Describe one activity you might use to reach those objectives.

9/6 (Th)-Lecture-Discussion

Lab: Lesson Plan Workshop

Assignment: K & E, Ch. 9 (pp. 279-300)

✎ **Homework:** Create a double-entry journal. The left side should contain at least ten key terms with definitions in your own words, ideas, or essential quotes related to lecture-discussion. The right side should contain your reactions to the left side, especially as it concerns how you will use the model to teach.

9/11 (T)-Introducing Lessons and Other Essential Aspects of Direct Forms of Instruction

Assignment: 1) K & E, Ch. 5 (pp. 153-155; 159-168)

2) PDE Standards Aligned System (<http://www.pdesas.org/>) (Find and scan)

9/13 (Th)-What is formative assessment?

Lab: Lesson Plan Workshop, Microteaching I

Assignment: Tovani, Chapter 1, pp. 1-15

✎ **Homework:** Create a double-entry journal. The left side should contain terms with definition, ideas, quotes, or more that help you understand what Tovani means by formative assessment. The right side should contain your interpretations and reactions to the left side, especially as it concerns how you will use formative assessment in your teaching.

✧ Convocation: You are urged to attend the talk given by Winona LaDuke (10-12 in Johnston Hall)

9/18 (T) Teaching English Language Learners 1: Three Tools for Enhancing Direct Instruction / Tutoring Orientation,

Assignment: Herrell and Jordan, Ch. 29 (177-181); Ch.37 (222-226), Ch.44 (261-265)

9/20 (Th)-Microteaching I and Lesson Discussion

DUE: Lesson Plans for Microteaching I

✧ **Tutoring Begins Monday, 9/24**

TUTORING MOVES: FORMATIVE ASSESSMENT AND THE TEACHING OF LITERACY

9/25 (T)-How do we formatively assess?

Assignment: Tovani, Ch. 2 (17-33) Ch. 5 (73-88)

✎ **Homework:** Using at least 7 stickies, annotate Chapters 2 and 5 using chapter 5 as a guide.

9/27 (Th)-Microteaching I and Lesson Discussion

⇒**Due:** (Monday, October 1 by 8:00 A.M. in PPHAC328 bin): Tutoring Initial Impression Entry and First Sets of Daily Notes

10/2 (T)-Formative Assessment and Reading Strategies

Assignment: 1) Tovani, Ch. 5 (88-103)

2) Herrell and Jordan, Ch. 17 (108-113), Ch. 32 (192-197); Ch. 42 (250-254)

10/4 (Th) Reading Strategies and a Case

Lab: Examining a reading problem.

Assignment: 1) Herrell & Jordan, Ch. 24 (142-149); Ch. 33 (pp. 198-204); Ch. 45 (pp. 266-269)

*2) Case: Gulf Coast High School, Mr. Burns

⇒**Homework:** Briefly summarize four strategies you read for class on 10/2 or 10/4. Explain how you would use these strategies in your tutoring.

⇒**Due:** Teaching Practices Matrix

10/11 (Th) More Reading Strategies

Lab: Developing teaching practices

Assignment: Herrell & Jordan, Ch. 27 (160-164); Ch. 34 (pp. 205-208); Ch. 41 (pp. 246-249)

⇒**Homework:** Write a brief description of your students as readers, identifying their strengths and weaknesses. Given the reading in this literacy / assessment unit, explain the strategies you will use to teach literacy and why.

⇒**Due** (Monday, October 15 by noon in PPHAC328 bin): Microteaching Reflection 1

10/16 (T) Teaching Ells, Theory about language development

Assignment: Herrell & Jordan, Section I (1-16)

⇒**Homework:** Create a double-entry journal. The left side should contain the four stages of language, BICS and Calp, with brief descriptions in your own words of each. The right side should contain your interpretations and reactions to the left side, especially as it concerns how these terms relate to your students and / or your teaching.

CONSTRUCTIVIST LEARNING/CONSTRUCTIVIST TEACHING

10/18 (Th) Topic: Introduction to Constructivism/ Guided Discovery

Lab: Teaching in a constructivist manner.

Assignment: *1)"The Having of Wonderful Ideas" by Eleanor Duckworth

2)K & E, Ch. 10 (307-316; 324-326)

⇒**Homework:** Create a double-entry journal. The left side should contain at least seven key terms with definitions in your own words, ideas, or essential quotes related to Duckworth's article. The right side should contain your reactions and interpretations to the right side.

⇒**Due** (Monday, October 22 by noon in PPHAC328 bin): Tutoring Journals / Progress Reports with Daily Notes and student work

10/23 (T) Constructivist Teaching, Essential Skill 1: Questioning

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.

10/25 (Th) Constructivist Teaching, Essential Skill 2: Discussion

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

*2)Chapter 4, "Guiding Discussions" from *The Art of Discussion-Based Teaching* by John E. Henning

⇒**Homework:** Create a double-entry journal. The left side should contain at least seven ideas from the reading for generating discussions in a classroom. The right side should contain your reactions and interpretations to the right side especially as it concerns how you will use these ideas in your teaching..

10/30 (T) The Workshop Model

Assignment: Tovani, Ch. 4 (pp. 35-45) Ch. 5 (pp. 47-59)

11/1 (Th) Microteaching II and Lesson Discussion

⇒**DUE:** Lesson Plans for Microteaching II

11/6 (T) The Workshop Model

Assignment: Tovani, Ch. 5 (pp. 59-71)

≠**Homework:** Create a double-entry journal. The left side should contain at least seven ideas and/or key quotes driving/reflecting Tovani's workshop model. The right side should contain your reactions and interpretations to the right side especially as it concerns how you will use these ideas in your teaching..

11/8 (Th) Microteaching II and Lesson Discussion

⇒**DUE:** (Monday, November 12 by noon) Tutoring Journals/Progress Reports with Daily Notes and Student Work

11/13 (T) Writing Across the Curriculum, A Constructivist Strategy

Lab: Writing Workshop

Assignment: *1) Vacca and Vacca, "Writing to Learn" from *Content Area Reading: Literacy and Learning across the Curriculum* by Richard T. Vacca and JoAnne L. Vacca

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

⇒A draft of your microteaching II reflection. (Sent to writing partner by noon, 11/12. Bring hard copy to class.)

11/15 (Th) Constructivist Teaching, Essential Skill 3: Cooperative Learning

Lab: Cooperative Learning

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

⇒**Homework:** Create a cooperative learning lesson plan that includes a worksheet to organize the experience.

⇒**Due** (Wednesday, November 21 by noon in PPHAC328 bin): Microteaching Reflection II

⇒**Due:** Updated Teaching Practices Matrix

SETTING UP AND MANAGING THE LEARNING IN A CLASSROOM

11/20 (T) Classroom Management

Assignment: "Solving Problems Together" from *Beyond Discipline* by Alfie Kohn

≠**Homework:** Create a double-entry journal. The left side should contain at least seven ideas and/or key quotes driving Kohn's workshop model. The right side should contain your reactions and interpretations to the right side especially as it concerns how you will use these ideas in your teaching..

11/27 (T) Classroom Management

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

*2)Case: "And if they all don't want to learn"

≠**Homework:** Propose your solution to the case, Sue Adam's problem, using ideas from readings and your own experiences.

11/29 (Th) Classroom Management

Lab: Developing a Management Plan

Assignment: 1)K & E, Ch. 3 (pp. 72-100)

*2)"Beginning the Year in an Eighth Grade English Class"

⇒ **Homework:** Classroom Management Plan

LEARNING AND A PHILOSOPHY OF TEACHING

12/4 (T) How Do We Learn?

Assignment: "Learning and Cognitive Processes" from *Educational Psychology, Developing Learners* by Jeanne Ellis Ormrod

⇒**Homework:** A learning journal

⇒**Due:** Tutoring Lesson Analysis and Final Report on Tutoring

12/6 (Th) Learning, Teaching, and Everything: Why teach?

Lab: Learning and Teaching

⇒**Homework:** A philosophy statement

Due: Monday, December 10 at 1:30, Final Exam Synthesis

You will be writing a statement related to the teaching practices matrix, your evolving practice and your evolving philosophy. Guidelines will be provided. (If you have two other exams on that day, please contact me so that we can make arrangements for an alternative due date.)

ASSIGNMENTS FOR TUTORING

Your tutoring allows you to carry out your most important work in EDUC260. It allows you to develop teaching practices laid out in the matrix. You will be learning how to choose appropriate instructional strategies and then while carrying those strategies out, to assess your students to determine the extent to which you are reaching important goals. That assessment of student learning will allow you to assess your teaching. Though your work will focus on English language learners and learners with disabilities, you will be studying skills for the reflective teaching of all students. Here are the ways you will document and assess your own work:

A. Daily Notes: Start with a piece of paper where you date each session and write down the names of the students with whom you are working. Before, during, or right after the tutoring, record the goals for the day, your chosen and in-flight, adapted methods, specific student behavior related to the goals, other important student behavior, and an assessment of your methods in light of information about the students. That assessment should point to how you will approach teaching in your next session. When you are able, ask for examples of student work to copy. Notes may be rough including the use of incomplete sentences and they may be brief. They must be meaningful and useful to you.

B. Journal Entries:

1. **Initial Impression Entry and First Sets of Daily Notes:** 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. Also turn in your daily notes for the first two sessions as well as any student work you have gathered. *(Due 10/1 by noon)*

2. **Tutoring Journals: Progress Reports (Include appropriate daily notes and student work):** In 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 notes, student work, and data you have gathered to write the journal entry, clipping all of this supportive material to your journal entry. In the spirit of a journal entry, your writing does not need to be polished, but you should re-read it for fluency and you should spell-check. *(Due 10/22 and 11/12)*

C. Final Tutoring Report

In approximately five double-spaced pages, write a formal report to your cooperating teacher. **Attach an appendix with data you have gathered, including daily notes 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(s) as 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 12/4)*

D. Lesson Plans and Lesson Analysis:

After you get to know your students and towards the end of the tutoring experience, you will take the knowledge you are gaining about the students and you will teach two lessons to an entire group. Ideally these lessons will be in your content area or will concern literacy skills. You will turn in two lesson plans using the format in the back of the handbook.

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 12/4)*

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]
- CII) 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]