

EDUCATION 260 PM/Z: REFLECTIVE TEACHING

Fall, 2013, Dr. James Massey

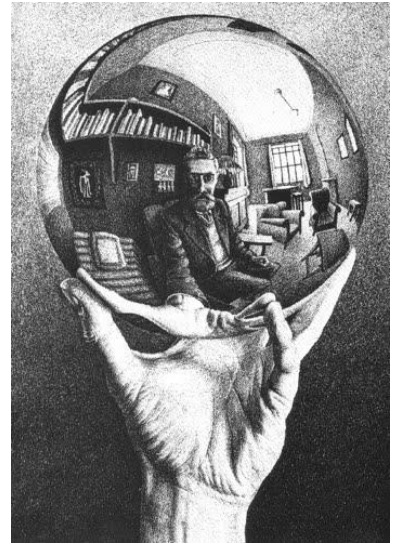
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Office Hours: 5:30-6:20 or By Appointment

Class: Tuesdays 6:30 – 9:30 PM in PPHAC 338



"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

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?

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.

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

Teaching Reading in the Content Areas, If Not Me, Then Who? by Vicki Urquhart and Dana Frazee

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, for any reason, 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 Dean of Curriculum & Academic Programs 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) [22 % total]
Reflection 1 (10%) Reflection 2 (12%)
2. Microteaching Lesson Plans: LP1 (2%) LP 2 (2%) [4% Total]
3. Homework and Quizzes (20%) [Note: I hold open the possibility that I will give quizzes if I feel that students are not reading assignments.]
4. Teaching Practices Matrix (4%)
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 (20%)

TUTORING FIELD EXPERIENCE MEETING

You must attend one of these meetings: 8/29 at 6:30 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.

Note: Sent via an e-mail. Please print out for class **or** bring to class digitally.

WHAT ARE OUR GOALS? TEACHER-CENTERED MODELS AND LESSON PLANNING

8/27

Part 1:	Part 2:
-Becoming a Learning Community/Problematizing Teaching Practices -Focusing on student. Why do we learn? Why do we teach? What is the relationship between two? How does it inform our interactions with students? Authoritarian vs. Authoritative?	-The Common Core and SAS -Lesson Objectives Assignment: (<i>emailed prior to the start of class</i>) <ol style="list-style-type: none"> 1. Wong Format for Behavioral Objectives 2. "Making the Shifts" by Sandra Alberti (Educational Leadership, Dec 2012/Jan 2013) 3. "5 Things Every Teacher Should be Doing to Meet the Common Core State Standards" By Lauren Davis (2012 Eye on Education) 4. The Dangers and Opportunities of the Common Core

9/3

Part 1: Direct Instruction/Lesson Planning	Part 2: Planning a Lesson Using Direct Forms of Instruction
Lesson Plan Workshop Assignment: <ol style="list-style-type: none"> 1. Kauchak & Eggen, Ch. 8 (pp. 245-274) 2. Lesson Plan Format [See Microteaching Handout] 3. "Objectives that Students Understand," by Robert J. Marzano (Educational Leadership, May, 2011) 4) "Six Common Mistakes in Writing Lesson Plans (and what to do about them)" By Dr. Bob Kizlik [Also On-Line: http://www.adprima.com/Printer/printmistakes.htm] 	Assignment: K & E, Ch. 4 (PP. 117-127)
<p>Homework: <i>Writing-to Learn: (This will be completed as a journal on Blackboard by 8/29)</i> First time through the chapter, identify key parts of direct instruction (DI) so that you know what it will look like in a classroom. Preparing for the second read-through, reflect critically as you lay out DI components. After/during the second read, discuss ways that DI is student centered. Somewhere along the reading/reflecting way, critique the model.</p> <p>Bring to class:</p> <ol style="list-style-type: none"> 1. Choose 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. 2. Create three objectives using the Wong model you might like to reach in your microteaching lesson <ol style="list-style-type: none"> a. Describe one activity you might use to reach each or all objectives. b. Describe ways you will assess if objectives are being met. 	

9/10

Part 1: Lecture-Discussion	Part 2: What is formative assessment?
Assignment: K & E, Ch. 9 (pp. 279-300); K & E, Ch. 5 (pp. 153-155)	Lesson Plan Workshop, Microteaching I Orientation Assignment: Tovani, Chapter 1, pp. 1-15
<p>Homework: <i>Writing-to Learn:</i> (This will be completed as a journal on Blackboard by 9/5)</p> <p>First time through the chapter, identify key parts of lecture-discussion (LD) so that you know what it will look like in a classroom. Preparing for the second read-through, reflect critically as you lay out LD components. After/during the second read, discuss ways that LD is student centered. Somewhere along the reading/reflecting way, critique the model.</p> <p>Bring to Class: For your reading of chapter 1 in Tovani, create an inner-voice sheet with at least 6 entries. (See model on p. of text. After reading and completing the inner-voice sheet, assess how adequately you understand formative assessment, both what it is and how to do it.)</p> <p>✓Due (Friday, 9/13 by noon, Lesson Plan Draft for Microteaching I, Submitted to Blackboard)</p>	

9/17

Part 1: Microteaching I Introduce Teaching Practices Matrix	Part 2: Starting and Ending Lessons-Tutoring Orientation-
	Assignment: K & E, Ch. 5 (159-167); "The many uses of exit slips," By Robert J. (<i>Educational Leadership</i> . Oct, 2012)
<p>DUE: Lesson Plans for Microteaching I</p> <p>✦Tutoring Begins Monday, 9/23</p>	

TUTORING MOVES: FORMATIVE ASSESSMENT AND THE TEACHING OF LITERACY**9/24**

Part 1: How do we formatively assess?	Part 2: Micro Teaching Reflective Discussions (Whole class and critical friend)
Assignment: Tovani, Ch. 2 (17-33) Ch. 5 (73-88)	Assignment: Review the Common Core Literacy Standards.
<p>Homework: (Bring both to class)</p> <p>Using at least 7 stickies, annotate Chapters 2 and 5 using chapter 5 as a guide.</p> <p>Use Handout provided in class on 9/16 to complete your reflections on the lessons</p> <p>✓Due: (Thursday, Sept. 26 via Blackboard): Tutoring Initial Impression Entry and First Sets of Daily Notes</p>	

10/1

Part 1: Annotations as Formative Assessment/Reading, A Theoretical Look	Part 2: Reading, Theory and Practice Examining a reading problem.
Assignment: Tovani, Ch. 5 (88-103); Urquhart/Frazee, Ch. 1 (1-9) "The Knowledge Gear"	Assignment: Urquhart/Frazee, Ch. 2 (10-31), "The Strategies Gear" and Three Reading Strategies Case: Gulf Coast High School, Mr. Burns
<p>Homework: <i>Writing to Learn</i> (Bring this to class) – How does the Tovani reading speak to "The Knowledge Gear" and "The Strategies Gear"? This can be completed as a two column entry that identifies quotes and page numbers from both readings that are aligned</p> <p>✓Due: Teaching Practices Matrix</p> <p>✓Due Thursday, October 3: Draft of Microteaching I reflection (to your critical friend)</p>	

10/8

Part 1: Reading, Theory and Practice Developing teaching practices for tutoring	Part 2: Reading, Theory and Practice Continued
Assignment: Urquhart/Frazee, Ch. 3, (32-48) and 5 Reading Strategies	Assignment: Read and critique 10 strategies from Urquhart and Frazee
<p>Homework: Bring to class Write a brief description of your students as readers, identifying their strengths and weaknesses. Then read and summarize 10 strategies you read. Of those strategies, choose 3 that you feel would be helpful for your students and in a brief paragraph, explain why you think they would be helpful.</p> <p>In class we will work with a partner, decide on a strategy the two of you would like to study deeply. Prepare a presentation for class where you thoroughly describe the strategy to your colleagues, explaining both how to carry the strategy out and why you think it would be effective with students.</p> <p>✓ Due (Thursday, October 17 via Blackboard): Microteaching Reflection 1</p>	

CONSTRUCTIVIST LEARNING/CONSTRUCTIVIST TEACHING

10/15

Part 1: Introduction to Constructivism/Guided Discovery/Teaching in a constructivist manner	Part 2: Guided Discovery and Problem-Based Learning
Assignment: * "The Having of Wonderful Ideas" by Eleanor Duckworth	Assignment: K & E, Ch. 10 (307-316; 324-326) and Ch. 11 (338-41; 347-363)
<p>Homework: (Bring to Class) Create a double-entry journal. The left side should contain at least seven essential quotes from Duckworth's article. The right side should contain your reactions and interpretations to the right side.</p> <p>✓ Due (Monday, October 21): Tutoring Journals/Progress Reports with Daily Notes and student work</p>	

10/22

Part 1: Constructivist Teaching, Essential Skill 1: Discussion	Part 2: Constructivist Teaching, Essential Skill 2: Questioning; Questioning/Thinking about Microteaching II
Assignment: "Refuting Misconceptions about Classroom Discussion" by William W. Wilen, <i>Social Studies</i> , 95 (1); Chapter 4, "Guiding Discussions" from <i>The Art of Discussion-Based Teaching</i> by John E. Henning	Assignment: K & E, Ch. 6 (pp. 176-181; pp. 184-198); "Deciding How to Ask Questions" by Donald Orlich et.al.
<p>Homework: (Bring to Class) 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</p> <p>Tutoring Journals/Progress Reports with Daily Notes and student work</p>	

10/29

Part 1: Microteaching II	How Do We Learn?
	Assignment: * "Learning and Cognitive Processes" from <i>Educational Psychology, Developing Learners</i> by Jeanne Ellis Ormrod
✓ DUE: Lesson Plans for Microteaching II	

11/5

Part 1: Writing Across the Curriculum, A Constructivist Strategy/ Writing Workshop	Part 2: Microteaching II Reflective Lesson Discussion
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)	
Homework: (Bring to Class) Use your reflection guide provided in class to record individual data and overall trends found from Microteaching II Lessons ✓DUE: A draft of your microteaching II reflection. (Sent to critical friend by noon, 11/7.)	

SETTING UP AND MANAGING THE LEARNING IN A CLASSROOM

11/12

Constructivist Teaching, Essential Skill 3: Cooperative Learning	Classroom Management Classroom Management
Assignment: K & E, Ch. 7 (pp. 207-229)	Assignment: "The Key to Classroom Management" by Robert J. and Jan S. Marzano, <i>Educational Leadership</i> , 2002, 61(7); Case: "And if they all don't want to learn"
Homework: (Bring to Class) Propose your solution to the case, Sue Adam's problem, using ideas from readings and your own experiences. ✓Due (Saturday, November 23 by 11:59AM[prior to the start of Thanksgiving break] via blackboard): Microteaching Reflection II ✓Due: Updated Teaching Practices Matrix	

11/19

Part 1: Classroom Management; Developing a Management Plan	Part 2: Continuation of Management Plan development
Assignment: "Solving Problems Together" from Beyond Discipline by Alfie Kohn	Assignment: 1) K & E, Ch. 3 (pp. 72-100) 2) "Beginning the Year in an Eighth Grade English Class"
Homework: (submit via Blackboard by 11/21) Finalize and type up your management plan, including your rationale for the methods you have chosen. Due (Mon., 12/2 in class or via Blackboard): Tutoring Lesson Analysis and Final Report on Tutoring	

LEARNING AND A PHILOSOPHY OF TEACHING

12/3

Part 1: The Workshop Model	Part 2: Building a philosophy of teaching and learning
Assignment: Tovani, Ch. 4 (pp. 35-45) Ch. 5 (pp. 47-59)	
Due (Thurs., 12/5 via Blackboard): Lesson Plans and Lesson Analysis Due: (Submit via Blackboard) Monday, December 9 at 6:30, 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: to consciously 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 9/26)*

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. So this journal entry is a reflection on and analysis of your teaching based on data and your own observations. In the spirit of a journal entry, your writing does not need to be polished, but you should re-read the entry for fluency and you should spell-check. *(Due 10/21 and 12/2)*

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) you have tutored 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 12/2)

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.

Suggestion: After each lesson, start to write your lesson analysis so you have less to do at the very end of the semester. (*Due Thursday, 12/5*)

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]
- IV) 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]