

EDUCATION 260: REFLECTIVE TEACHING

Fall, 2014, Dr. Robert Mayer

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Office Hours: Tuesday and Thursday, 1:15-3:15 or By Appointment

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

Lab: Thursday: 7:50-10:05



"Education is not preparation for life; education is life itself."

John Dewey

"Our lives begin to end the day we become silent about things that matter."

Martin Luther King Jr.

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

ASSIGNMENTS and GRADING:

1. Peer Microteaching Reflections including all prewrites and drafts (at least 1) [24 % Total]
Reflection 1 (12%) Reflection 2 (12%)
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]
4. Homework and Quizzes (20%)
5. Teaching Practices Matrix (2%)
6. Attendance and Participation in Class Discussion (5%)
7. Tutoring:
Journals and Daily Notes (5%) Final Report (14%) Lesson Plans (2%) Lesson Analysis (4%) [25% Total]
8. Final: Statement on Teaching Practices Matrix and Philosophy (14%)

PARTICIPATION (Thanks to Dr. Nicole Tabor for permission to use the statement below.)

Our classroom comprises a discourse community, in which we gain knowledge and insight through mutual inquiry as a result of both verbal and written interaction with others in the class. This interaction will take the form of co-operation as well as respectful disagreement. As a member of this discourse community, you will be expected to contribute intelligently and frequently to the discussion. Along with speaking, effective participation requires active and open-minded listening to others. Respond to and interact with your peers, not just with me. The more you participate, the more interesting, exciting, and rewarding this class will be. Always bring your textbook, homework, and notes to class. Expect to closely investigate details of the texts we are studying. I highly encourage you to visit me during office hours (or make an appointment) to discuss your paper ideas or any other questions or concerns related to the course

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 AND OTHER DEVICES

There are times we will use electronic devices in class including laptops, tablets, and occasionally phones. All should be used only for the defined class purpose and put away when not in use. In support of building a classroom community, cell phones need to be put away during class unless used for class purposes. During our time together, please focus on classroom communication and text before and after class, not during.

TUTORING FIELD EXPERIENCE MEETING

Mandatory attendance: Thursday, August 28 at 6:30 PM in PPHAC 102

GOOGLEDOCS

Beyond textbooks, readings and other materials will be distributed through GoogleDocs folders. This will also be your main mechanism for turning in assignments.

COURSE SCHEDULE

Readings marked with asterisk () can be found the GoogleDocs folders marked "EDUC260 Readings." Please bring copies to class.

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

8/26 (T)-Becoming a Learning Community/Problematizing Teaching Practices and the PA Common Core-

8/28 (Th)-The Common Core-Lesson Objectives

Lab: Designing with the Common Core

Assignment: 1) The course syllabus

*2) "Making the Shifts" by Sandra Alberti, *Educational Leadership*, December, 2012-January, 2013

*3) "The Dangers & Opportunities of the Common Core" by Jacqueline Grennon Brooks and Mary E. Dietz, *Educational Leadership*, December, 2012-January, 2013

*4) PA Common Core English Language Arts (Don't print out. Examine reading and writing standards)

9/2 (T)-Direct Instruction

Assignment: 1) Kauchak & Eggen, Ch. 8 (pp. 245-268; 271-274)

2) Peer Microteaching Assignment

Homework: *Writing-to Learn*, First time through the chapter, identify and then briefly describe key parts of direct instruction (DI) so that you know what it will look like in a classroom. After the second read, reflect critically about the method and in your W-T-L discuss both the strengths and the weaknesses of this approach and ways the approach is consistent or inconsistent with your philosophy.

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

Lab: Lesson Plan Workshop

Assignment: 1) K & E, Ch. 4 (PP. 117-128)

*2) View: New Teacher Survival Guide: Planning on *Teaching Channel*

3) Lesson Plan Format [See Microteaching Handout]

*4) Wong Format for Behavioral Objectives

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

Homework: a) Send 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 each or all objectives.

d) Describe ways you will assess if objectives are being met.

9/9 (T)-Lecture-Discussion

Assignment: K & E, Ch. 9 (pp. 279-300); 1) K & E, Ch. 5 (pp. 153-155)

Homework: *Writing-to Learn*, First time through the chapter, identify and then briefly describe key parts of lecture-discussion (LD) so that you know what it will look like in a classroom. After the second read, reflect critically about the method and in your W-T-L discuss both the strengths and the weaknesses of this approach and ways the approach is consistent or inconsistent with your philosophy.

TUTORING MOVES: FORMATIVE ASSESSMENT AND THE TEACHING OF LITERACY

9/11 (Th)-What is Formative Assessment?

Lab: Lesson Plan Workshop, Microteaching I

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

Homework: For your reading of chapter 1 in Tovani, create an inner-voice sheet with at least 6 entries. (See model on p.5 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.)

→ **Due** (Friday, 9/13/2013 by noon) Lesson Plan Draft for Microteaching I, In GoggleDocs Folder

9/16 (T) How do we learn?? Introducing Lessons-Tutoring Orientation-Microteaching Orientation

Assignment: 1) "Learning and Cognitive Processes" from *Educational Psychology, Developing Learners* by Jeanne Ellis Ormrod (pp. 190-213)

2) K & E (pp. 159-161)

Homework: TBA

9/18 (Th)-Microteaching I and Lesson Discussion

➔**DUE:** Lesson Plans for Microteaching I

Tutoring Begins Monday, 9/22

9/23 (T 7:50-10:05)-Microteaching I and Lesson Discussion

9/25 (Th)- Microteaching Reflection: Working with a partner (Rosh Hashanah: No formal class meeting)

Lab: Reflecting on Microteaching

➔**Due:** (Monday, September 29 by Noon in GoogleDocs Folder): Tutoring Initial Impression Entry and First Sets of Daily Notes

9/30 (T) How do we formatively assess?/Discussion of Tutoring

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.

10/2 (Th)- Reading, A Theoretical Look and A Practical Look

Lab: Teaching Reading

Assignment: 1) Urquhart/Fraze, Ch. 1 (1-9) "The Knowledge Gear"

2) Urquhart/Fraze, #2 (pp.75-77) "Anticipation Guide" and #23 (pp.155-157) "QAR"

Homework: Briefly describe the two reading strategies (anticipation guides and QAR). Given theory discussed in chapter 1 and your own thinking, explain why you predict these strategies would help students be better readers.

➔**Due** (Friday, October 3 by Noon): Draft of Microteaching I reflection via GoogleDocs folder

10/7 (T)-Reading, Theory and Practice

Assignment: 1) Urquhart/Fraze, Ch. 2, (10-31), "The Strategies Gear" and 3 more reading strategies of your choosing

*2) Case: Gulf Coast High School, Mr. Burns and quickly skim Burns reading

Homework: Briefly summarize two reading strategies you read in Urquhart/Fraze or Tovani. Explain how you would use these strategies in your tutoring or how would they be useful to Mr. Burns.

➔**Due:** Teaching Practices Matrix

10/9 (Th) Reading, Theory and Practice

Lab: Developing teaching practices for tutoring/ Examining a reading problem

Assignment: Read and critique 10 More Reading Strategies from Urquhart and Fraze

Homework: -Write a brief (1-3 sentences) descriptive summary of 10 strategies you chose.

-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.

-With your 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.

➔**Due** (Monday, October 13 by noon in GoogleDocs Folder): Microteaching Reflection 1 with journal entry

CONSTRUCTIVIST LEARNING/CONSTRUCTIVIST TEACHING

10/16 (Th) Topic: Introduction to Constructivism/Problem-based Learning

Lab: Teaching in a constructivist manner.

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

*2) "Problem-Based Learning: As Authentic as it Gets by William Stepien and Shelagh Gallagher, *Educational Leadership*. 1993, 50 (7).

Homework: 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.

➔**Due** (Monday, October 20 by noon in GoogleDocs Folder3): Tutoring Journals/Progress Reports with Daily Notes and student work

10/21 (T) Guided Discovery and Inquiry

Assignment: K & E, Ch. 10 (306-316; 324-326) and Ch. 11 (355-363)

10/23 (Th) Constructivist Teaching, Essential Skill 1: 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.

10/28 (T) Constructivist Teaching, Essential Skill 2: 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.

10/30 (Th) Microteaching II and Lesson Discussion

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

11/4 (T) Microteaching II and Lesson Discussion

11/6 (Th) Writing Across the Curriculum, A Constructivist Strategy

Lab: Reflection on Microteaching

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)

→ **DUE:** (Friday, November 7 by noon) Tutoring Journals/Progress Reports with Daily Notes and Student Work

→ **DUE:** A draft of your microteaching II reflection. (Sent to writing partner by Monday, noon, 11/10. Bring hard copy to class on Tuesday, 11/11.)

11/11 (T) Writing Workshop/Introduction to Cooperative Learning

SETTING UP AND MANAGING THE LEARNING IN A CLASSROOM

11/13 (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:** Updated Teaching Practices Matrix

11/18 (T 7:50-10:05) Classroom Management

Lab: Developing a Management Plan

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

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

*3) "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.

→ **Due** (Wednesday, November 19 by noon in GoogleDocs Folder): Microteaching Reflection II

11/20 (Th) Classroom Management: Developing a Plan

11/25 (T) 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"

→ **Due:** Classroom Management Plan

LEARNING AND A PHILOSOPHY OF TEACHING

12/2 (T) The Workshop Model

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

Homework: TBA

→Due (Wed., 12/3 at Noon in GoogleDocs): Lesson Plans and Lesson Analysis

12/4 (Th) Lab: Building a philosophy of teaching and learning

→Due: Saturday, Dec. 13, 8:30AM, Final synthesis statement

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

Tutoring allows you to carry out your most important work in EDUC260: to consciously develop teaching practices laid out in the matrix in relation to student learning. You will study 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: On a piece of paper record 1) the date for the session and write down: 2) the names of the students with whom you are working, 3) the goals for the day, 4) your pre-chosen and in-flight chosen methods, 5) specific student behavior related to the goals that help you assess the extent to which you reached goals, 6) other important student behavior, and 7) 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. The most important part of your notes is #5, student behaviors.

When you are able, ask for examples of student work to copy. Notes may be rough including the use of incomplete sentences. **Notes may be brief**, but they must be meaningful and useful to you. Record your notes digitally.

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 should include rich 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 Monday, 9/29 by Noon in the GoogleDocs folder)*

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. The words in your journal needs to capture student learning in a rich, descriptive manner. Assessment of student learning drives the analysis.

So, like the microteaching analysis, 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 10/20 and 11/7 by Noon in the GoogleDocs folder)*

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. You must write about your experiences with at least three reading strategies you encountered in either the Urquhart/Fraze or Tovani text.
- 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/or learners with disabilities. *(Due 12/3 at Noon in your GoogleDocs folder)*

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 experience 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 and then you must reflect on and critique your practice. 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 Wednesday, 12/3 at Noon in your GoogleDocs folder)*

Rubric for Final Tutoring Report

Key to Rating Scale

- 5 Student work exemplifies this component well
- 4 Student work clearly displays this component
- 3 Student work displays this component but could use further clarity or development
- 2 Student work minimally displays this component.
- 1 Student work does not display this component

_____ 1. The learning of each student is described in a rich and nuanced manner. The description is based on data.

_____ 2. Teaching is described in a rich and nuanced.

_____ 3. Formative assessment was employed and is described.

_____ 4. Teaching is thoroughly critiqued. Critique is grounded in data. (Relationships between teaching methods employed and student learning are discussed, especially as it relates to the issue of whether or not stated objectives were reached.

_____ 5. Conclusions about how to teach English language learners and learners with disabilities are presented and follow logically from the critique.

_____ 6. An appendix with hard data is included.

The Writing

_____ 7. Core ideas are presented and developed throughout the paper.

_____ 8. Clarity is established through well-crafted paragraphs and sentences, and well-chosen words.

_____ 9. The critique has a clear, logical organization.

_____ 10. Adheres to conventions of standard written English. The critique includes less than three mechanical errors.

Daily Notes for Tutoring

Date:

Students:

Goals for the Lesson:

Methods Used (be brief, use phrases):

Specific student behavior related to the goals that help you assess the extent to which you reached goals (record during and right after session in note form):

Other important student behavior:

Brief Assessment of Lesson:

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]

