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Dates: **THURSDAYS**, September 8th-December 15th, 2011
Time: 4:30 -8:30 PM + 2.5 hours online/week minimum
Location: Luther Jackson MS

COURSE DESCRIPTION:

EDSE 540 examines the characteristics of students with mild disabilities. Course content focuses on etiology, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations and support.

STUDENT OUTCOMES:

The purpose of this course is to assist students in developing a solid foundation for understanding learning acquisition and behaviors of children with learning disabilities, emotional disturbances, and mild intellectual disabilities. EDSE 540 is also designed to prepare students to interact with other professionals about children with these disabilities.

Relationship of Course to Program Goals and Professional Organizations:

EDSE 540 is part of the George Mason University, Graduate School of Education, and Special Education Masters Degree Program. The program aligns with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization in the United States. As such the curriculum for the course includes competencies for teaching students with disabilities from preschool through grade 12. Upon successful completion of this course, students will be able to demonstrate the CEC standards in relation to the student outcomes identified in Table 1 or as listed on the following web site:

http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html

This course will incorporate the evidence-based practices (EBPs) relevant to educational research and special education research designs specifically. These EBPs are indicated with an asterisk (*) in this syllabus. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks that provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both

promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Alignment of Student Outcomes and Requirements with key CEC/NCATE Standards (EDSE 540)

CEC/NCATE STANDARDS	STUDENT OUTCOMES	COURSE REQUIREMENTS
Standard 1: Foundations Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with disabilities both in school and society.	• Describe the field of learning disabilities from its origins to policies and practices of today. • Compare the history of education for students with emotional and behavioral disorders, students with learning disabilities students with mild intellectual disabilities.	• Reading assignments • Small group discussion
Standard 2: Development and Characteristics of Learners Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Special educators understand how exceptional conditions interact with the domains of human development and they use this knowledge to respond to varying abilities and behaviors. Special educators understand how disabilities impact families, and the individual's ability to learn, interact socially, and live as contributing community members.	• Define *learning disability, emotional disturbance, and mild intellectual disabilities.* • Describe how educators and other professionals determine the difference between *normal* and *atypical* behaviors. • Describe characteristics of young children and adolescents with learning disabilities, emotional disturbances, and/or mild intellectual disabilities. • Compare at least three conceptual models of behavioral deficits with three conceptual models that explain learning disabilities and/or mild intellectual disabilities.	• Reading assignments • Small group discussions • Case Study
Standard 3: Individual Learning Differences Special educators understand the effects that an exceptional condition has on learning in school and throughout life. Special educators understand that beliefs, traditions, and values across and	• Discuss the various etiologies in relation to biological, family, cultural, and school perspectives. • Identify various	• Case study report • Reading assignments

within cultures affect relationships among and between students, families, and school. Special educators seek to understand how primary language, culture, and familial backgrounds interact with the disability to affect academic and social abilities, attitudes, values, interests, and career options. Learning differences and their interactions are the basis for individualizing instruction to provide meaningful and challenging learning.	procedures and practices that motivate reluctant learners to complete class work and develop skills that build self-understanding and confidence as learners. • Describe and discuss a range of learning disabilities, emotional disturbances, and mild intellectual disabilities for a parent and suggest possible interventions for home and school.	
Standard 6: Language Special educators understand typical and atypical language development and the ways in which disabilities can interact with an individual's experience with and use of language.	• Describe at least one theory of how children develop language.*	• Small group discussion • Class activities
Standard 8: Assessment Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress.	• Describe informal assessment procedures for determining knowledge and skills of children with various learning disabilities and emotional/behavioral problems. • Based on informal assessment procedures, design appropriate clinical teaching strategies for children with various learning disabilities and/or behavior problems. • Describe what an Individualized Education Program (IEP) is and how it is developed.	• Small group discussion • Class activities • Case study report

Delivery Model
Delivering Instruction to Diverse Learners: The Work of Professional Learning Communities

This delivery model combines two courses offered through GMU's ESOL and special education programs (EDSE 540 and EDCI 519) to provide six-credits of graduate level coursework united to meet the needs of FCPS teachers who work with diverse populations of students, specifically focusing on teaching methods for students with disabilities (SWD) and English Learners (ELs). The foundation of the course will be the theory of and participation in Professional Learning

Communities (PLC). Participants will build upon their already established skills in the process of unpacking content standards in order to identify what students need to know and be able to do. Participants will expand their use of best practices for teaching and learning in order to make learning comprehensible for all students. When students do not learn, participants will develop and identify the tools and strategies needed to adjust their teaching and apply those strategies immediately with their students. When students are in need of enrichment, participants will develop tools and strategies needed to adjust their teaching for enrichment purposes.

The purpose of this delivery model is to assist participants in developing a solid foundation for understanding learning acquisition and behaviors of children with learning disabilities, emotional disturbances, and mild intellectual disabilities. EDSE 540 is also designed to prepare participants to interact with other professionals about children with these disabilities. In addition to the requirements for EDSE 540, participants will concurrently complete EDCI 519, which is designed to examine past and present approaches, methods, and techniques for teaching English as a Second Language (ESL) in bilingual and ESL classrooms. Participants will analyze program models and methods of instruction for English language learners; demonstrate teaching approaches based on second language learning research, develop lesson and unit planning skills, and evaluate materials and resources available in the field.

Expanding the use of appropriate formative assessments, analyzing data, and reflecting on our practices will be key components of this course. Through school based application, and job embedded work, participants will be able to transform theory into practice and have a deeper understanding of how to manage a classroom of students with diverse needs.

Participants are expected to be active in the class and to help create a strong learning community of educators. The class will be front-loaded with foundational information through a face-to-face format. Brief lectures or PowerPoint presentations will guide the learning of new information. Students will be actively involved through discussions, cooperative learning structures, and collaborative learning through large and small group activities. Once the foundation is set, participants will have a variety of assignments utilizing their school-based learning teams by working with real students and data. Through job-embedded application, participants will engage in a variety of discussions and practices to build upon foundational knowledge from previous sessions.

This class will be a hybrid course that combines face-to-face sessions and school-based, job embedded learning specifically focusing on teaching methods for special education students and English Learners. The online component of this course is set up in the FCPS Blackboard system and participants will need to complete modules throughout the course.

Combined Objectives for this Delivery Model:

1. Understand the characteristics of the diverse population of a classroom to include: SWD who access the general education curriculum as well as the unique needs of ELs including Second Language Acquisition and cultural considerations.

2. Understand and apply specific service delivery options, curriculum, and instruction of SWD and EL, including alternative ways to teach content material including curriculum adaptation and modifications.

3. Identify and apply appropriate instructional strategies that target specific needs of each student (SWD and EL) in order for each student to access the general education curriculum.

4. Learn to integrate WIDA English language standards and the development of the 4 language domains in content instruction.

5. Understand and assess the organization and environment of general education classrooms across implementation of collaborative models, including collaborative consultation, co-teaching, and student interventions.

6. Work within learning teams to understand how to analyze standards and understand what students need to know, understand, and be able to do.

7. Collect a variety of data on student learning, analyze it, and make specific instructional decisions based on that data taking into consideration the specific needs of each student (Assessment: to include formative, summative, formal, authentic, and performance based).

8. Monitor the progress of students in a timely fashion in order to make specific instructional decisions.

9. Analyze classroom observations and determine the effectiveness of instructional techniques observed.

MATERIALS:

Required Texts:

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree.

Lemov, D. (2010) Teach like a champion: Forty-nine techniques that put students on the path to college. San Francisco, CA: Jossey-Bass.

Tomlinson, (2010) Leading and managing a differentiated classroom. Alexandria, VA: ASCD

Resource Texts:

Henley, M., Ramsey, R., & Algozzine, R. (2009). *Characteristics of and Strategies for Teaching Students with Mild Disabilities* (6th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Peregoy, S., & Boyle, O. (2008). *Reading, Writing and Learning in ESL: A Resource Book for Teaching K-12 English Learners (*5th ed). Allyn & Bacon. Boston, MA.

Highly Recommended:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Articles and Readings:

These are available on the course Blackboard site. More related readings will be listed in syllabus and Blackboard site as the course is differentiated to meet individual school/class needs.

Autism Specturm Disorders. Disability Fact Sheet No. 1 (June 2010). NICHY, National Dissemination Center for Children with Disabilities, 1-6.

Categories of disabilities under IDEA. (April 2009). NICHY, National Dissemination Center for Children with Disabilities, 1-6.

Carolan, J. & Guinn, A. (Feb 2007). Differentiation lessons from master teachers. *Educational Leadership*, 44-47.

Cook, B.G., Tankersley, M., & Landrum, T.J. (2009). Determining evidence-based practices in special education. *Exceptional Children*, 75 (3), 365-383.

Emotional Disturbance. Disability Fact Sheet No. 5 (June 2010). NICHY, National Dissemination Center for Children with Disabilities, 1-6.

Intellectual Disabilities. Disability Fact Sheet No. 8 (Aug 2009). NICHY, National Dissemination Center for Children with Disabilities, 1-6.

Jackson, R.R. (Feb 2010). Start where your students are. *Educational Leadership*, 6-10.

Learning Disabilities. Disability Fact Sheet No. 7 (Jan 2004). NICHY, National Dissemination Center for Children with Disabilities, 1-6.

Pransky, K. There's more to see. (Apr 2009). *Educational Leadership*, 74-78.

Sapon-Shevin, M. (Sept 2008). Learning in an inclusive community. *Educational Leadership*, 49-53.

Short, D. & Echevarria, J. (Dec 2004/Jan 2005). Teacher skills to support English language learners, *Educational Leadership*, 9-13.

Sparks, D. (2003). We care, therefore they learn. *Journal of Staff Development*, 24 (4), 42-47.

Villegas, A.M., & Luca, T. (Mar 2007). The culturally responsive teacher. *Educational Leadership*, 28-33.

All from Education Leadership:
Linking to Prior Learning (Yu Ren Dong) April 2009
Getting at the Content (Yu Ren Dong) Dec 2004/Jan 2005
Best Practices for Adolescent ELLs (Judith Rance-Roney) April 2009

Participants will watch the Scarcella Academic Language Development for ELLs video. This is assigned as an online activity or used during class. It can be found at the US Department of Education website.

All participants will thoroughly explore the WIDA website and resources, as well as the TESOL website, to compare the ELP standards and the instructional resources and research.

The work of Jim Cummins is discussed thoroughly during one class period in terms of BICS/CALP and the SLA continuum.

The US Department of Education website is used extensively as a resource. The Doing What Works section is utilized. http://dww.ed.gov/ The articles found on the website are also used a supplement, to meet the needs of individual teachers and/or teams.

Fairfax County Public schools has a *Best Practices for Teaching and Learning* resource that our teachers are required to access. Teachers have a 'one stop shopping' for research based best practices that FCPS believes will result in high academic achievement for all students when implemented consistently and effectively. They are especially useful for ELs as they acquire and learn English language through content. This resource not only has teacher resources, but additional readings on specific best practices that a teacher hopes to learn more about and to extend their learning.

FCPS 24/7 Learning (Blackboard):

All assignments and course materials are located on FCPS 24/7 Learning including required course readings, online assignments, and collaborative team resources.

NATURE OF COURSE DELIVERY:

Class sessions will include some combination of the following learning activities, and others, to address the objectives for each module:
- Guiding questions for textbook reading
- Case Studies
- Video clips
- Discussion posts and blogs including thought questions, case study analyses, personal responses to video clips and websites, sharing ideas, and reflections.
- Web site exploration
- Preparation for or reflection on participation in PLCs.

COURSE EXPECTATIONS:

- **Attendance**: students are expected to (a) <u>attend all classes</u> during the course (b) <u>be actively involved in on-line discussions</u> by providing thoughtful and reflective writing (c<u>) arrive on time and stay for the duration</u> of class time. <u>Lack of attendance and professional participation</u> at all sessions (online and in class) with significantly diminish the impact of the course and interfere with creating a collaborative learning community. <u>As such, absences from any portion of the course are strongly discouraged</u>. Lack of participation by a student for any two weeks will result in a recommendation that the student drop the course(s).

- **Withdraw**: If you are unable to meet the participation requirements of the course(s) it is strongly recommended that you drop the course. Withdrawing from the course is not an automatic process. You must inform the instructor in writing if you wish to withdraw from

the course. <u>Failure to notify the instructor will result in an "F" on your official George Mason University transcript.</u>

- **<u>Workload:</u>** This combined course (EDSE 540 & EDCI 519) is a rigorous master's level course. In-depth reading, study, and online work/assignments requires outside class time. Students are expected to allot class study and preparation time weekly in addition to time spent on papers and assignments. Grading is standards-based. Assignments may be revised, based on feedback from instructors, in order to improve grades on individual assignments and overall grade for the course.

- **<u>Written and Oral Language:</u> APA Style** is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) You are required to use APA guidelines for all course assignments. This website links to APA format guidelines: http://apastyle.apa.org

- We will use **person-first language** in our class discussions and written assignments (and ideally in our professional practice). We will also strive to replace the term "Mental Retardation" with "Intellectual Disabilities" in our oral and written communication in accordance with terminology choices in the disability community.

- **<u>Academic Integrity:</u>** Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense and can result in dismissal from the University. **<u>Evidence of plagiarism or any other form of cheating in the class will result in a zero on that assignment and a report of the incident to the Dean's Office.</u>**

GMU STUDENT EXPECTATIONS

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- Students are expected to exhibit professional behaviors and dispositions at all times.

CAMPUS RESOURCES

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

COURSE REQUIREMENTS

Assignment (graded on a five point rubric)	Date Due	Weight
*Case Study: Student Characteristics and Learning Profiles (one SWD and one EL)	10/13/11	3
Classroom Observations (Field Experience)	10/20/11	2
Meeting the Needs of Diverse Learners through Differentiation	11/3/11	2
SMART Goal with Progress Monitoring	12/15/11	1
**Unit Lesson Plan	11/17/11	4
PLC and Collaborative Team Resource Portfolio	12/1/11	2
End of Course Reflection and Synthesis	12/15/11	1
Online Activities	Weekly	1
TOTAL	End of Course	16

*This assignment is the "signature" assignment for EDSE 540. **This assignment is the "signature" assignment for EDCI 519.

Taskstream

All students enrolled in this course will be required to submit two "signature" assignments into an electronic portfolio system known as Taskstream (www.taskstream.com) where it will be scored by your instructors.   The two signature assignments for this course are:

- Case Study (submitted to the Special Education Portfolio)
- Unit Lesson Plan (submitted to the FCPS ESL Portfolio)

All students must have an account to access TaskStream. In the beginning of the semester, you will receive an email from Taskstream to **your GMU email account** which will contain a link to "activate" your Taskstream account. Once you have activated your account, you will be able to login using your GMU email address and the provided password. **Therefore, all students must activate and use their GMU email account to access Taskstream and successfully complete this course.** You will receive instructions upon quick admission on how to activate your GMU email account. **These assignments will ONLY be accepted via the Taskstream portfolio system.** Once your account has been activated, you will receive instructions on how to submit work to this system.

Questions regarding Taskstream may be directed to Jennifer Lebrón (jlebron@gmu.edu).
Failure to submit the required signature assignments into Taskstream will result in an Incomplete (IN) grade in the course. This Incomplete (IN) grade will change to the grade of "F" if the required signature assignments have not been posted into Taskstream by the incomplete work due date listed in the current GMU schedule of classes.

EVALUATION

This course will measure student's progress according to how he or she is performing on expected outcomes of the assignments listed in the syllabus. Multiple assessment formats will be used to determine students' understanding of the standards, skills, and knowledge presented in the course. Evidence of achievement will be determined by instructors.

Rubric measures will be used for individual assignments.

Assignment Rubric	
Points	**Description of aspects of the assignments**
4	Meets **all** aspects of the assignment (A)
3	Meets **most** aspects of the assignment (B)
2	Meets **some** aspects of the assignment (C)
1	Meets **few** aspects of the assignment (D)
0	**Does not meet** aspects of the assignment (F)

GRADING CRITERIA

Detailed information and feedback will be provided to participants throughout the course and will provide a clear path to improvement. Participants will be provided multiple opportunities to improve their learning and grades. Instructors will focus on evidence of achievement and growth through the cumulative resource portfolio.

A cumulative rubric measure will convert weighted assignments into a final course grade according to the following scale:

Final Grade Scale	
4.0	A+
3.8 – 3.9	A
3.4 – 3.7	A-
3.1 – 3.3	B+
2.4 – 3.0	B
1.4 – 2.3	C
1.3 or below	F

ASSIGNMENTS:

Course Calendar and Sequence (subject to change based on class needs)

Date	Topic(s)	Readings: To be completed by this date	Assignment: Due on this date
Class 1 9/8/11 4:30 – 6:30 Online Assignments	Professional Learning Communities: Overview (How do PLC's support the needs of SWD and EL students?) Course Requirements & Syllabus	N/A	Online Activity: Webinar for *Leading and Managing A Differentiated Classroom*
Class 2 9/15/11 4:30-8:30 Online Assignments	Relationships I: Building Teacher–Student Relationships	Chapter 1 and 2 *Learning By Doing* Chapter 1 *Leading and Managing a Differentiated Classroom* *We Care, Therefore They Learn* (Sparks)	Online Activity: Pre-assessment for PLCs at your school
Class 3 9/22/11 4:30-8:30 Online Assignments	Snapshot of a Classroom: Characteristics of Diverse Learners	*NICHY Students with Disabilities (SWDs) Fact Sheets* *Teacher Skills to Support English Language Learners* (Short &	Online Activity: Investigate a culture of your choice (Culture Grams) Bring your class lists— identify the diverse learners within your

		Echevarria)	class and team
		Chapter 2 *Leading and Managing a Differentiated Classroom*	
Class 4 9/29/11 4:30-8:30 Online Assignments	Methods I (ESOL)	*The Culturally Responsive Teacher* (Villegas & Lucas) Chapter 3 *Leading and Managing a Differentiated Classroom*	*Teach Like a Champion* Reading Group # 1 (chapters 1, 6, & 9) Online Activity: WIDA and TESOL English Language Proficiency Standards Bring a copy of a WIDA score report and home language survey for your EL student (found in cumulative folder) DUE DRAFT of Assignment 1 (Parts a and b for SWD and EL Students)
Class 5 10/6/11 4:30-8:30 Online Assignments	Methods II (Special Education)	Chapter 4 *Leading and Managing a Differentiated Classroom*	Teach Like a Champion Reading Group # 2 (chapters 5, 7, & 8) Online Activity: Investigate DSS Intranet Resources Available within FCPS Bring IEP for SWD students (include classroom accommodations)
Class 6 10/13/11 4:30-8:30 Online Assignments	Best Practices I: Unpacking the Standards (Including creating language objectives in four domains)	Chapter 5 *Learning By Doing* Chapter 5 & 6 *Leading and Managing a Differentiated*	**DUE Assignment 1 Case Study Characteristics and Learning Profiles** (one EL and one SWD) **(EDSE 540.670 Case**

		Classroom *There's More to See* (Pransky)	**Study)** <u>Online Activity:</u> Explore the Best Practices for Teaching and Learning site (FCPS 24/7 Learning blackboard)
Class 7 10/20/11 4:30-8:30 Online Assignments	Best Practices II: LEARN Lesson Delivery Model Assessment (Formative & Summative)	Assessment articles for EL and SWD Chapter 3 *Learning By Doing*	**DUE** **Assignment 2-Classroom Observations** **(EDCI 519.602 Field Experience)**
Class 8 10/27/11 4:30-8:30 Online Assignments	Differentiation	Chapter 6 *Learning By Doing* Chapter 7 *Leading and Managing a Differentiated Classroom*	*Teach Like a Champion* Reading Group # 3 (chapters 2,3,4) <u>Online Activity:</u> Find a formative assessment within eCART assessments or resources to share
Class 9 11/3/11 4:30-8:30 Online Assignments	Intervention	Chapter 4 *Learning By Doing*	**DUE** **Assignment 3—Meeting the Needs of Diverse Learners through Differentiation** <u>Online Activity:</u> Explore Responsive Instruction blackboard community (self-enroll)
Class 10 11/10/11 4:30-8:30 Online Assignments	Relationships II Teacher-Parent School-Community	Chapter 7 *Learning By Doing*	**DUE** **Assignment 4-SMART Goals PLAN (Draft)** *Teach Like a Champion* Reading Group # 4 (chapters 10, 11, 12) <u>Online Activity:</u> Historical Perspectives in Education on blackboard

Class 11 11/17/11 4:30-8:30 Online Assignments	More on Differentiation (Class Need or Choice)		**DUE Assignment 5- Unit Lesson Plan (EDCI 519.602 TESOL/NCATE GMU Portfolio Requirement)**
Class 12 11/22/11 Independent Work	School-Based Learning and Application No face-to-face class		Plan, Do, Study, Act

Class 13 12/1/11 4:30-8:30 Online Assignments	Face-to-Face Reflecting on Learning: Sharing successes and areas of difficulty-adjusting practices		**DUE Assignment 6: PLC and Collaborative Team Resource Portfolio**
Class 14 12/8/11 Independent Work	School-Based Learning and Application		Plan, Do, Study, Act
Class 15 12/15/11	Face-to-Face Final Activity: Presentations of Lessons Learned, Reflection and Synthesis		**DUE Assignment 4: SMART Goals (Progress Monitoring Completed) Assignment 7: Final Reflection**

Assignment 1: Case Study of Characteristics and Learning Profiles

Choose **two students**—one EL and one SWD and identify student characteristics and learning needs.

Purpose/Connection:
The purpose of this assignment is for school staff to identify specific characteristics and learning needs of one student with a disability (SWD) and one English Learner (EL).

This assignment provides each participant an opportunity to thoroughly explore the specific learner characteristics and needs of two diverse learners in their classroom. Teachers will explore and design specific teaching strategies tailored to the needs of specific students with disabilities and with English Learners (ELs) and to see how these strategies will enhance the learning of a wider group of students. In completing this assignment and sharing the strategies with other professionals, teachers will have the opportunity to increase their repertoire of effective teaching strategies to meet the needs of diverse learners.

Format:
This assignment should be typed using APA format.

Structure:
The following components need to be included for a student with a disability:
- Identify student name (pseudonym), disability area, characteristics of disability based on information from student file/individualized education program (IEP).
- Identify student learning goals, accommodations and modifications that are currently in use with this student.
- Report observations of student in the class setting related back to the disability.
- Based on the observations, identify student needs to access and make progress in course content.

The following components need to be included for an English Learner (EL):
- Identify student name (pseudonym), English language proficiency (ELP) in four domains (reading, writing, listening, and speaking) based on information from the student file and WIDA ACCESS score report
- Identify general characteristics of cultural/educational background including home language literacy, academic experiences, length of time in US schools and background knowledge
- Report observations of student in the class setting as related to language development and cultural background.
- Based on observations, identify student needs to access and make progress in course content.

Assignment 1: Case Study of Characteristics and Learning Profiles	
Components	**Comments/ Feedback**

A. Student with Disabilities
    a. Identify student name (pseudonym), SWD disability area, provide a general overview based on information from student file/IEP
    b. Identify how the student's specific disability impacts his or her learning as well as student learning goals, accommodations and modifications that are currently in use
    c. Observe the student and describe how the student's needs were met or not by the lesson and classroom environment
    d. Recommend at least two specific strategies to promote student progress	

B. English Learner:
    a. Identify student name (pseudonym, English language proficiency (ELP) in four domains (reading, writing, listening, and speaking) based on WIDA ACCESS score report
    b. Identify general characteristics of cultural/educational background including home language literacy, academic experiences, length of time in US schools and background knowledge
    c. Observe the student and describe how the student's language needs were met or not by the lesson and classroom environment
    d. Recommend at least two specific strategies to promote student progress	

C. Application for Other Learners: Briefly describe how the teaching strategies cited above enhance the learning in the classroom as a whole	
Holistic Rubric Score	4 3 2 1 0 *Weight = 3*

Other Comments:

<u>**Assignment 2: Classroom Observations (Field Experience)**</u>
Observe two team members/colleagues' classrooms and look for whole class instructional techniques as well as specific targeted strategies to support individual students using the observation form provided by your instructors. Write a 2-page paper reflecting on your observations and how it impacts your thinking about **differentiated instruction and the extent to which universal supports were used in the classroom by teachers and students**.

<u>Purpose/Connection</u>:
The purpose of this assignment is for collaborative team members to observe each other's classrooms and to engage in thoughtful and reflective observations about the components of a differentiated and flexible classroom to support the learning of all students.

This assignment provides the opportunity for teachers to observe their colleagues and reflect on what components are in place that allows for differentiation to occur within the classroom environment. Teachers will evaluate their own classrooms and look for creative ways to maintain a flexible and responsive learning environment.

<u>Format</u>:
This assignment should be typed using APA format. The expectations for this assignment involve a two-page paper, with personal reflections on differentiated practices, based on the observations of two colleagues' classrooms using the classroom observation form provided by instructors.

<u>Structure</u>:
The two-page paper should include the following observations and reflections:
- Two observation forms (below) which show the observations of two different colleagues
- Reflections on whole class or universal instructional supports in place by colleagues
- Reflections on specific targeted strategies to support small groups or individualized strategies to support specific students
- A summary of your observations and how it has impacted your thinking about instruction within a flexible, differentiated classroom

Assignment 2: Classroom Observations (Field Experience EDCI 519.602)

	The students…	The teacher…	Notes (Evidence)
Lesson Planning	☐ Understand the learning targets ☐ Use academic language	☐ Provides clear learning targets ☐ Clearly targets student learning needs ☐ Purposefully incorporates academic language	
Universal Supports	☐ Use high-yield strategies (similarities & differences, summarizing, note taking, nonlinguistic representations, etc.) ☐ Are appropriately challenged ☐ Set goals and track progress ☐ Are engaged ☐ Ask questions ☐ Assist peers ☐ Work cooperatively in an effective manner ☐ Engage in conversations related to content	☐ Uses wait-time effectively ☐ Uses high-yield strategies ☐ Activates and/or builds background knowledge ☐ Checks for understanding ☐ Asks spiraling questions (including high level analysis and synthesis questions) ☐ Provides appropriate feedback to students throughout sequence of instruction ☐ Provides appropriate challenge for students (varies by student) ☐ Provides engagement structures that provide all students an opportunity to talk and process their learning	
Differentiated Instruction	☐ Used tiered or differentiated assignments ☐ Work in flexible groups ☐ Implement individualized strategies ☐ Uses multiple learning styles during lesson	☐ Provides tiered or differentiated (process, content or product) assignments ☐ Uses flexible grouping ☐ Establishes learner-centered environment ☐ Provides instruction through varied modes (visual, auditory, kinesthetic)	

Assignment 2: Classroom Observations	
Components	**Comments/ Feedback**
A. Two observation forms which show the observations of two different colleagues within your content area or collaborative team	
B. A reflection on whole class or universal instructional supports in place by colleagues	
C. A reflection on differentiated instruction for specific students or groups	
D. A summary of your observations of both colleagues—was there a differentiated learning environment in place, were high expectations conveyed to students with scaffolding to support individual learning?	
E. A summary of how your two observations have impacted your thinking about instruction within a flexible, differentiated classroom and what you can add to your classroom and practices.	
Holistic Rubric Score	4 3 2 1 0 *Weight = 2*
Other Comments:	

Assignment 3: Meeting the Needs of Diverse Learners through Differentiation

Reflect and write an analysis of differentiation in your classroom. First, evaluate your current level of mastery of differentiation. Second, analyze the strategies from Assignment 1 that you have incorporated into your classes over the last few weeks. Next, explain the interconnectedness of your work with your Collaborative Team, unpacking standards, LEARN, formative assessment, and how building relationships and understanding your students' needs supports differentiation. After that, describe areas for growth in your own teaching.

Purpose/Connection:
The purpose of this assignment is for each participant to reflect on their learning to date and to synthesize the content of the course in order to see the interconnectedness of each foundational piece of learning to differentiation.

This assignment provides the opportunity to explore the depth of understanding of the theories that support differentiation and to identify strengths and weaknesses in the application of such strategies, specifically in terms of meeting the needs of students with disabilities and English Learners (ELs).

Format:
This assignment should be typed using APA format.

Structure:
The following components should be addressed in the paper:

- A reflection on the current practices for differentiating instruction in your classroom (to date)

- Analyzes the effectiveness of strategies used in lessons (to date)-- Reference should be made to the strategies identified in Assignment 1 that have been incorporated into lessons

- Evaluates technological resources for use with diverse learners. For which learners is it effective/ineffective? For whom is it an instructional match? Why?

- Conveys the interconnectedness of work with Collaborative Teams, unpacking standards, LEARN, formative assessment, and how building relationships and understanding your students' needs supports differentiation

- A brief reflection on personal next steps to into improve classroom instruction and differentiation for diverse learners.

Assignment 3: Meeting the Needs of Diverse Learners through Differentiation	
Components	**Comments/ Feedback**
A. Reflects on the current practices for differentiating instruction in your classroom.	
B. Analyzes the effectiveness of strategies used in lessons (to date)-- Reference should be made to the strategies identified in Assignment 1 that have been incorporated into lessons	
C. Evaluates technological resources for use with diverse learners. For which learners is it effective/ineffective? For whom is it an instructional match? Why?	
D. Conveys the interconnectedness of work with Collaborative Teams, unpacking standards, LEARN, formative assessment, and how building relationships and understanding your students' needs supports differentiation	
E. Reflects on personal next steps to improve classroom instruction and differentiation for diverse learners (based on making instructional matches for students).	
Holistic Rubric Score	4 3 2 1 0 *Weight = 2*
Other Comments:	

Assignment 4: SMART Goals for Job-Embedded Portion

Develop and implement a personal and a Collaborative Team SMART goal to focus your work during the job-embedded portion of the course. To be submitted using the SMART format template provided by your instructors. You will be asked to review, re-calibrate, and monitor your SMART goal progress throughout the job-embedded portion.

Purpose/Connection:
The purpose of this assignment is for participants to develop two SMART goals that will guide and strengthen their learning throughout the job-embedded portion of the class.

Each participant will reflect on
- the foundational material learned in the course,
- their current understanding of diverse learners
- their current level of differentiation in the classroom for
  - English Learners
  - Special Education students
  - Advanced Academic students
  - Other
- their team's functionality as a collaborative team,
- their team's ability to work through the cycle of unpacking standards, developing summative and formative assessments, designing differentiated units/lessons, using data to focus intervention and enrichment and re-teaching.
  Through this reflection, areas of strengths and weaknesses should emerge.
  SMART goals should be written to strengthen the areas of need of the participant and for the team.

Format:
This assignment should be submitted using the SMART goal template provided.

Structure:
The following components should be included within the assignment:
- Each goal should be directly related to the objectives of this course and focused on an area that the participant and collaborative needs to strengthen.
- Each goal needs to be **S**pecific, **M**easurable, **A**ttainable, **R**ealistic (Relevant, Results Oriented) and **T**imebound.
- There must be evidence that the course participant and team continue to revisit the goals to review progress made and to calibrate the goals if necessary.

Examples
Personal Goal: Through my reflections, I found that I need to strengthen my ability to build background knowledge for many of my students. Not only do my English learners need academic vocabulary development in order to access the curriculum, but many of my SWD and children of poverty also need specific support in building background knowledge. My SMART goal could be: *Each week, I will try a new strategy for building background knowledge with my students focusing on both the content vocabulary and the academic vocabulary needed in the content areas.*

Team goal: A seventh grade team may need to strengthen their skills at unpacking standards and aligning formative assessment for their learning units. A possible SMART goal for the team could be: *The 6th grade CT will unpack at least one mathematics standard per week and identify differentiated formative assessments that are directly linked to the standard, benchmark and indicator. (Each week, the differentiated assessments will address at least 2 specific learning styles/needs.)*

Personal Plan for Job-Embedded Portion   Name_____

Personal SMART Goal*	Collaborative Team SMART Goal*

*Must be **S**pecific, **M**easurable, **A**ttainable, **R**ealistic **and T**ime-bound and directly related to the objectives of this course.

Option List

- Lessons-written feedback or oral feedback
- Team meetings-building a collaborative team
- Planning lessons
- Unpacking standards
- Pacing

- Differentiating lessons
- Intervention and/or enrichment
- Data Analysis
- Other? Discuss with instructor

Instructor Support for Personal SMART Goal:
Instruction Support for CLT SMART Goal:
CLT Meeting Times:

Document evidence that both goals have been reviewed, evaluated, and/or calibrated throughout the job-embedded portion of the class. Review your SMART Goals each week.

	Personal SMART Goal	Collaborative Team SMART Goal
Week 1		
Week 2		
Week 3		
Week 4		

Assignment 4: SMART Goals for Job-Embedded portion	
Components	**Comments/ Feedback**
A. A personal SMART goal written to strengthen the learning of the participant with a focus on meeting the needs of diverse learners.	
B. A collaborative team SMART goal that will guide and focus the work of the team.	
C. Evidence that both goals have been evaluated and re-calibrated as needed throughout the job-embedded portion of the class.	
D. Evidence that progress toward both goals was monitored and documented throughout the job-embedded portion of the class.	
Holistic Rubric Score	**4 3 2 1 0** *Weight = 1*
Other Comments:	

<u>**Assignment 5: Lesson Plan/Unit in Your Content Area (EDCI 519.602 TESOL/NCATE Signature Assignment)**</u>

The Unit Lesson Plan requires the candidates to design a series of five full day lesson plans as part of an integrated unit for a diverse classroom including English Learners and students with disabilities. By identifying the unique needs and cultural concerns of individual students, candidates design the plan to create a supportive learning environment for all students. The plan is then implemented in the classroom, where candidates are evaluated by a supervisor or cooperating teacher. Candidates are required to provide a detailed self-reflection about the process, highlighting ways to improve their planning and teaching based on this experience.

To begin, unpack the standards (using the template) with your collaborative team and create a unit plan calendar with broad topics for planning purposes. Select one topic to build differentiated lesson plans and ongoing formative assessments over 5 consecutive days of instruction. Requirements for the lesson plans:

- Use the LEARN lesson model to create 5 model lessons
- Include whole class instructional techniques as well as specific targeted strategies to support individual students (including those students identified in Assignment 1)
- Create formative assessments to monitor the progress of students in a timely fashion
- Show evidence of pre-planning to prepare for students who may have already mastered the content or for those who need more time to learn through additional in-class instruction
- Integrate the four language domains into the lesson plan/content evidenced by incorporating academic language objectives into instruction.

<u>Purpose/Connection</u>:
The purpose of this assignment is for participants to apply the concepts, instructional strategies discussed in the course to create a unit plan calendar and two lesson plans that meet the needs of all learners. This assignment provides an opportunity for teachers to demonstrate how they will create and incorporate appropriate instructional strategies and ongoing formative assessment tools into lesson planning to measure student progress.

<u>Alignment with TESOL Standards</u>
The Unit Lesson Plan most closely aligns with TESOL Domain 3 involving planning and implementing standards based ESL and content instruction. The Unit Lesson Plan also requires candidates to understand Domain 2 standards as they relate to understanding how culture can affect student learning, Domain 4 standards as they relate to evaluating student progress by implementing appropriate assessments in the plan, and Domain 5 standards as they relate to current methodology and research in teaching ELs.

<u>Format</u>:
The lessons should be in the LEARN format-using the LEARN lesson design template.
Other documents used for unit planning will be accepted, in addition to the LEARN.
The reflection portion of this assignment should be typed using APA format with 1 inch margins and 12 point font.

<u>Structure</u>:
In this assessment, you will use your knowledge of standards based curriculum and concepts and theories in English language acquisition to plan a supportive learning environment for ESL students in multileveled classrooms with learners from diverse backgrounds.

You will:

- conduct a needs assessment of an classroom with EL and SWD students (using your own classroom or working with a cooperating teacher) identifying the level/age/grade/content you will be teaching as well as the program model (i.e. pull out, push in, sheltered, immersion).
- create a unit lesson plan appropriate for your teaching circumstances that covers at minimum five full days with one separate lesson plan for each day. Each lesson will provide preparation, presentation, practice, evaluation, expansion and scaffolding (multilevel) instruction and will include one theme or topic to be covered each day
- implement at minimum 2 separate lessons from the five lesson plans in the classroom. You will have your teaching evaluated by a peer either through direct observation or by videotaping your lesson for evaluation at a later time.
- self-evaluate your teaching and review peer evaluations to provide critical reflection and steps for improvement
- write a paper addressing the following questions below and submit, along with your complete unit lesson plans using the provided template and the evaluation conducted by your peer or supervisor, to the instructor.

Step one: Identify and provide a brief context for the classroom in which you plan to implement the unit lesson plan.

1. What are some of the unique characteristics and challenges of your classroom and how do they effect instruction on a day-to-day basis?
    a. Be sure to provide basic set up classroom and descriptions of your language learners including language proficiency, educational backgrounds, and cultural values influence the learning environment. (TESOL Domain 2a, 4a)

Step two: Explain the concepts, research, and best practices that are most appropriate for your classroom.

2. What approaches, models, and skills are most appropriate for your students?
    a. Include references to language acquisition research and current methodologies and strategies in the field of ESL to provide evidence that chosen methods would be most effective in teaching your students.(TESOL Domain 3a, 5a)
3. In what ways can you differentiate among your students?
    a. How can you address each ELLs unique learning needs within the context of the larger classroom.(TESOL Domain 3a)

Step Three: Create a minimum of five connected lessons addressing the learning needs of your students

4. Provide the preparation, presentation, practice, evaluation, expansion, and scaffolded (multilevel) instruction required for this five lesson unit using either the lesson plan template in the syllabus or one of your own.
    a. Explain how this unit embedded assessment, included scaffolding, and/or provided re-teaching when necessary. How did this unit create differentiated learning experiences for students? (TESOL Standard 3a)

5. What variety of activities, tasks, and assignments that develop authentic use of language and integrate listening, speaking, writing, and reading have you included in this unit?
    a. In your response to this question, be sure to explain why you selected specific activities and how they were used to create a multileveled plan for instruction. (TESOL Domain 3b)
6. In what ways was in necessary to adapt materials and activities to support ELLs in this unit?
    a. Identify specific student needs addressed through the adaptation of materials. Explain how these materials are age appropriate, culturally responsive, and linguistically accessible. How could you enhance the unit by using technology to support student learning. (TESOL Domain 3c)

Step Four: Implement at minimum two of the daily lesson plans developed in your five lesson plan unit. If you are able, you should attempt to teach all five lessons in your classroom. Ask a peer or supervisor to evaluate your teaching of the lessons.
7. How did you manage and implement your unit lesson plan? What were some of the challenges and surprises you faced?
    a. Be sure you specifically address how you implemented the lesson addressing reading, speaking, listening, and writing of your students. Identify the specific strategies you used to support the development of each of these skills. (TESOL Domain 3b)
8. What would you plan to teach the class next and how would you implement these ideas?
    a. Identify any next steps, weaknesses in the unit in addressing reading, speaking, listening and writing, and/or additional materials you would adapt to continue learning. (TESOL Domain 3a, 3b, 3c)

Step Five: Provide self-evaluation and reflection on the unit lesson plan
9. After reviewing your feedback from your peer or supervisor evaluation, why do you feel you received this score?
    a. Address specific comments from your evaluator and expand on their analysis. Do you agree or disagree with the evaluation and explain why. (TESOL Domain 3b)
10. Do you feel you implemented the unit lesson plan effectively? What are some areas of strength and weakness of the unit.
    a. Be sure to address specifically whether you knew, understood, and used evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Did you implement a variety of teaching strategies effectively? Did you interest technology or adapt classroom resources effectively? (TESOL Domain 3)

Lesson Plan Template

STANDARD:
ESSENTIAL KNOWLEDGE:
LANGUAGE OBJECTIVES:
• **LISTENING:**
• **READING:**
• **WRITING:**
• **SPEAKING:**

GRADE:
ENGLISH LANGUAGE PROFICIENCY LEVELS:
METHODS/APPROACHES/STRATEGIES:
LEARNING STYLES:

LINK:

ENGAGE & EDUCATE:

ACTIVE LEARNING *Differentiated*

ASSESSMENT:

REFLECTION:

NOW & THEN:

Category	TESOL Domain	Score		
		2	3	4
		Approaches Standard	Meets Standard	Exceeds Standard
Understand and apply cultural values and beliefs in the context of teaching and learning to develop appropriate unit lesson plan	2	Candidates are aware that cultural values have an effect on ELL and SWD learning but do not address this effect in unit lesson plan	Candidates plan instruction that reflects their knowledge of students' culture and how it impacts student learning	Candidates consistently design the unit lesson plan that allows students to share and apply cultural perspectives to meet learning objectives
Demonstrate an understanding of the purposes of assessment as they relate to ELLs and use results appropriate to plan unit	4a	Candidates are aware of the various purposes of assessment but do not use assessment to plan instruction	Candidates understand the purpose of assessment and use it to create appropriate classroom activities	Candidates understand and can effectively use a variety of assessments to plan instruction that is scaffolded appropriately for all levels of ELLs and SWDs
Demonstrate knowledge of current language teaching methods to design effective ELL instruction	5a	Candidates are familiar with different and well-established teaching methodologies	Candidates use their knowledge of the field of ESL and Special Education to provide effective instruction and make connections between current research and teaching practice	Candidates use their knowledge of the field of ESL, Special Education, and best teaching practices to make instructional and assessment decisions and design appropriate instruction for students
Plan standards based ESL and content instruction that creates a supportive and accepting classroom environment	3a	Candidates are aware of standards based ESL and content instruction but do not address learning needs individually within the unit	Candidates plan and implement standards based ESL, Special Education, and content instruction that use instructional models appropriate to individual student needs	Candidates systematically design standards based ESL, Special Education, and content instruction that is student centered and require students to work collaboratively to meet learning objectives
Provide for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for student to successfully meet learning objectives	3a	Candidates are aware of assessments to measure students' degree of mastery of learning objectives but do not use them effectively to continue instruction throughout the unit	Candidates plan lessons that are scaffolded and link student's prior knowledge to newly introduced learning objectives and continually monitor students' progress toward learning objectives	Candidates plan lessons that are scaffolded and link students' prior knowledge to new learning objectives. Candidates connect ELLs and SWDs with additional support for learning such as tutoring, homework clubs or homework buddies that continue growth outside of the classroom
Provide a variety of activities and materials that integrate listening, speaking, writing, and reading	3b	Candidates are aware that integrated learning activities build meaning through practice but offer few opportunities for students' to refine their skills	Candidates provide integrated learning activities using authentic sources. Candidates model activities to demonstrate ways student may integrate skills and provide some opportunity for practice.	Candidates design activities that integrate skills and content areas through thematic and inquiry-based units and provide multiple opportunities for students' to practice these skills.

Category	TESOL Domain	Score 2 Approaches Standard	Category 3	TESOL Domain 4
Provide standards based reading instruction, and provide opportunities for students to develop their listening, speaking, and writing skills individually for both academic and social purposes.	3b	Candidates identify specific reading, listening, speaking and writing needs among students but do not address each of these skills individually	Candidates plan for and provide instruction in each of these areas that provide opportunities for practice and making use of what students' already know in order to read, write, listen and speak effectively	Candidates provide practice and assist students in learning to read, speak, listen, and write effectively and collaborate with General Education classroom teachers to select appropriate goals in each of these areas.
Select, adapt, and use culturally appropriate, responsive, and age-appropriate and linguistically accessible materials	3c	Candidates are aware that materials should be appropriate for students' age and language proficiency but use of adapted resources is very limited	Candidates incorporate a variety of resources at multiple proficiency levels using selections from or adaptations of materials from content-area texts. All materials are appropriate and linguistically accessible	Candidates collaborate with General Education teachers to develop materials and resources that integrate ESL, Special Education, and content areas. All materials are appropriate, linguistically accessible, and used in both ESL and content instruction.
Employ a variety of materials for language learning including books, visual aids, and props	3c	Candidates are aware of the usefulness of a variety of materials and resources in English and the L1 but incorporate only one or two different materials in the unit.	Candidates provide instructional materials in English for student instruction and use. Candidates enable students to use a variety learning tools including hands-on visual, and multimedia means of instruction	Candidates use a variety of resources to obtain and create materials that promote language, literacy, and content development in English and whenever possible the students' L1s. Candidates use a variety of tools with a focus on hands-on, visual, and multimedia means of instruction
Clearly and professionally communicate detailed self-reflection and analysis of the unit lesson planning process		Candidate did not provide description and critical reflection of unit lesson planning process and made no connections to overall teaching practice. Extensive APA formatting errors prevent professional communication	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate provides clear connections between unit lesson planning and overall teaching.	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate draws deep and extensive connections to overall teaching practice. Candidate shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context
Holistic Rubric Score			**4 3 2 1* 0*** *Weight = 4*	

* Assignments with a score of 0 or 1 indicate the need for further development

Assignment 6: PLC and Collaborative Learning Team Resource Portfolio
Throughout the course, collect and organize information associated with Professional Learning Communities (PLC) and Collaborative Learning Teams (CLTs). Evidence could include CLT meeting notes, School Improvement Plan, School Mission and Vision statements, CLT created tools, data and data analysis, other PLC trainings you have attended, or resources that you use in the collaborative process.

Purpose/Connection:
The purpose of this assignment is for school staff, as members of a Professional Learning Community (PLC), to actively & thoughtfully engage in Collaborative Learning Teams (CLT) around a commitment to continuous improvement.

This assignment provides the opportunity to showcase the work of the CLT by showing how its members plan for instruction, collect data about current student learning, develop teaching strategies based on that data that address student strengths and weaknesses, analyze the effectiveness of strategies that are implemented in their classrooms, and make changes based on that analysis in order to continuously improve practice and student achievement.

Format:
Portfolio containing actual samples of team agendas, team meeting notes, planning tools, data collection tools, and other documents that show a commitment to the foundations of PLCs with a reflection on your CLT process and progress that is typed following APA format.

Structure:
The portfolio for this assignment should include the following artifacts from your PLC:
- Team planning tools
- Team agendas
- Team notes
- Samples of tools used for collecting data about student achievement complete with student data (names may be hidden);
- Notes from a CLT meeting where data was analyzed showing conclusions about student strengths and weaknesses and ideas about teaching strategies to address them (these may be informal notes, notes gathered on a form developed by the CLT, or the Smart Goal worksheets available as reproducible in *Learning by Doing*)
- Evidence of an analysis of the effectiveness of those teaching strategies after implementation (e.g. post-assessment scores, PLC notes);
- Evidence of the CLT's journey towards becoming a more effective team AND evidence of the school's journey towards becoming a stronger PLC-if applicable (trainings, readings, etc . that the team/school has participated in)
- A short reflection regarding your Collaborative Learning Team—current successes and areas for improvement.

Assignment 6: PLC and Collaborative Team Resource Portfolio	
Components	**Comments/ Feedback**
A. Collaborative Team tools: agendas, planning tools, meeting notes, etc.	
B. Evidence of tools used for collecting data about student achievement. (complete with student data)	
C. Evidence (from a CLT) meeting that data was analyzed showing conclusions about student strengths and weaknesses and ideas next steps, strategies and intervention plans.	
D. Evidence of an analysis of the effectiveness of teaching strategies after implementation (i.e.team notes showing "what's next")	
E. Evaluate the strategies and interventions has your CLT has implemented to meet the needs of students who struggle to acquire skills and knowledge.	
F. Describe the strategies and enrichments your CLT has implemented to meet the needs of students who have already acquired specific skills and knowledge.	
G. Evidence that the team and school is focused on becoming a stronger Learning Community/Team (trainings, readings, team norms, vision, mission statements, etc)	
H. Reflection regarding your Collaborative team—current successes and areas for improvement.	
Holistic Rubric Score	4 3 2 1 0 *Weight = 2*
Comments:	

Assignment 7: End of Course Reflection and Synthesis

Write a reflection paper on what you have learned throughout the course. Your paper must include a reflection on changes you have seen in your own practice, SMART goals, and a description of your future goals and areas of growth as a teacher, team and school community.

Purpose/Connection:

This assignment provides the opportunity to look back and to look ahead. The goal is that the knowledge, skills and practices learned in this course will continue to produce positive change for students and school staff through the work of PLCs and school culture.

Format:

This assignment should be typed using APA format.

Structure:

The paper should include a reflection that addresses the following questions:

- What are three most important changes you have seen in your own practice when it comes to differentiating instruction for SWDs, ELs, and other diverse learners?
- An evaluation of your SMART goals: Did you achieve them? If not, what can help you reach your goals?
- What are your goals for growth as a teacher, a collaborative team, and as a school community?

Assignment 7: End of Course Reflection & Synthesis	
Components	**Comments/ Feedback**
A. Describe the three most important changes you have seen in your own practice when it comes to differentiating instruction for SWDs, ELs, and other diverse learners.	
B. Evaluate the achievement of your SMART goals. Were you successful in achieving your goals? Explain.	
C. Describe current and future goals for growth as a teacher, a collaborative team, and as a school.	
Holistic Rubric Score	4 3 2 1 0 *Weight = 1*

Comments: