George Mason University
College of Education and Human Development
Graduate School of Education
Literacy Program

EDRD 632 6L1: Literacy Assessments and Interventions for Groups
3 Credits, Spring 2014,
Tuesdays 4:30-7:10
Arlington Campus: Founders Hall 470

INSTRUCTOR: Thana Vance
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COURSE DESCRIPTION
Provides literacy assessments and intervention s for groups of learners. Include exploration of
assessment tools for classrooms and large populations. Class members conduct related practice in their
own classrooms or specified field settings.

   A. **PREREQUISITE(S):** EDRD 630 and 631; admission to literacy emphasis, or permission of
      the program coordinator.

   B. **UNIVERSITY CATALOG OF COURSE DESCRIPTION:** Provides literacy assessments
      and interventions for groups of learners. Includes exploration of assessment tools for
      classrooms and large populations. Class members conduct related practice in their own
      classrooms or specified field settings.

   C. **EXPANDED COURSE DESCRIPTION:** Nature of course delivery: This class meets face-
      to-face weekly.

LEARNER OUTCOMES: This class is designed to enable students to:
   • Understand types of assessments and their purposes, strengths, and limitations.
   • Select, develop, administer, and interpret assessments both traditional print and electronic, for
     specific purposes.
   • Use assessment information to plan and evaluate instruction.
   • Communicate assessment results and implications to a variety of audiences.
   • Use data to tailor instruction for acceleration, intervention, remediation and flexible level
     groupings.
   • Select strategies to increase vocabulary, reading comprehension, specifically in the ability to
     teach strategies to teach literal, interpretative, critical and evaluative comprehension

PROFESSIONAL STANDARDS (Standards for Reading Professionals):

International Reading Association (IRA) 2010 Standards
2.1   Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
2.2   Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading – writing connections.
3.1   Candidates understand types of assessments and their purposes, strengths, and limitations.
3.2   Candidates select, develop, administer, and interpret assessments both traditional print and electronic, for specific purposes.
3.3   Candidates use assessment information to plan and evaluate instruction.
3.4   Candidates communicate assessment results and implications to a variety of audiences.
5.4   Candidates use a variety of classroom configurations (i.e. whole class, small group, and individual) to differentiate instruction.

Virginia State Department of Education Outcomes:
 Candidates will demonstrate expertise in:
-   the use of formal and informal of informal screening in the assessment of language, concepts of print, phoneme awareness, letter recognition, decoding, fluency, vocabulary, reading levels, comprehension
-   the ability to use data to tailor instruction for acceleration, intervention, remediation and flexible level groupings.
-   strategies to increase vocabulary, reading comprehension, specifically in the ability to teach strategies to teach literal, interpretative, critical and evaluative comprehension.
-   in teaching the writing process (planning, drafting, revising, editing and sharing).
-   measurement and evaluation (validity, reliability, normative comparisons; grade, age, and normal curve equivalents, percentile ranks and standard scores)

REQUIRED TEXTS

Fountas, I. & Pinnell, G.S. (2008). *When Readers Struggle: Teaching that Works. Heinemann*

Lesaux, N.K. & Marietta, S.H. (2012). *Making assessment matter: Using test results to differentiate reading instruction.* New York, NY: Guilford Press.

Recommended
Morrow, L.M. & Gambrell, L. B. (2011). 4th edition *Best practices in literacy instruction.* New York, NY: Guilford Press.

Sadder, M. & Nidus. G. (2009). The literacy coach's game plan.   Newark, DE: IRA.

COURSE ASSIGNMENTS AND EXAMINATIONS

Assignment	Due Date	Points
Project A : State and School Wide Focus		40
• Data Gathering	1/28/14	10
• Summary Handout / Power Point *	2/18/14	15
• Reflection and Analysis *	3/25/14	15
* Project B: (Taskstream)		60
• Spreadsheet with Notes	3/25/14	10
• Analyzing Assessments Handout *	3/18/14	10
• Coaching / Lesson Plans *	4/29/14	20
• Video	5/6/14	10
• Final Reflection *	5/6/14	10
Total		100

2. Grading Policies

Please note that Literacy students must re-take any course in which they receive a grade of C or lower, in order to be eligible for licensure (Please note that the grade of B- is not given).
Incompletes must be cleared before moving to any course for which the course is a prerequisite.

Grading Scale
A= 94%-100%
A- = 90%-93%
B+= 87%-89%
B= 80%-86%
C= 75%-79%

3. Other expectations

Readings and participation
The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities pertaining to literacy leadership activities, it is critical for you to keep up with readings and to participate in class. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings: you will keep a reading log that includes both notes on and reactions to readings. Class participation is a required component of your grade. In general, we will engage in three types of activities:

1. Mini-lectures, activities, and discussions related to literacy leadership activities
2. Discussion of the week's readings
3. Pair and small group meetings in which you will provide feedback and support for each others' literacy leadership activities
4. Presentations by class members of workshop components and leadership of article discussions.

Class attendance
Class attendance is both important and required. If, due to an emergency, you will not be in class, you must contact the instructor via phone or email. You are expected to email assignments regardless of class attendance on the day that the assignment is due. Students are responsible for obtaining information given during class discussions despite attendance. Attendance will influence your grade.

Assignments
All assignments should be turned in on the due date in the schedule below via paper copy OR email attachment (by 4:30pm, whether or not you are in class that evening). Save all electronic files with your last name and assignment titles (ex: VANCE_ProfDevProposal.docx). All assignments must be typed in 12-point Times New Roman font, and double-spaced with one—inch margins. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances.

General
Please see me with questions and concerns about assignments, expectations, or class activities. I am happy to clarify and lend assistance on projects and assignments, but please come to me within a reasonable time frame. I will be available for the 15 minutes following class, by appointment, and by-email. I look forward to collaborating with each of you as you work towards your goals.

Our course website (mymasonportal.gmu.edu) will include information and resources important to your successful completion of the course. These will include the course syllabus, an announcement page, notes and class presentations, assignment descriptions and rubrics, and a bibliography of course readings and web resources. We will also hold discussions via Blackboard.

Electronic Requirements
Students **must have access to email** and the Internet, either at home, work or GMU campus. GMU provides students with free **email accounts** that **must be accessed for** information sent from the university or the Graduate School of Education. Go to http://mason.gmu.edu/ for information on accessing mail.

After introductory training, students will also be expected to access Blackboard prior to every class session to download agendas and other pertinent course documents. **Blackboard can be accessed by going to** http://mymasonportal.gmu.**edu**

ASSIGNMENTS

Term Project, Part A: State and School-Wide Focus.

1. **Data Gathering**: You will
   o Download reading and writing assessment data *for your school* from your state website (Virginia, D.C. or Maryland) (School Report Card).
   o **In class**, as an individual, with a partner, and with your teacher colleagues, discuss the measurements used, AYP and AMO criteria, and groups "at risk." Also discuss your state's testing framework.
   o Complete *Here's What, So What, Now What* analysis graphic organizer.

2. **Summarize**:
   o Prepare a **handout** or 15 minute **PowerPoint** for colleagues at your school that summarizes the information learned in #1.
   o Then **meet** with a small group of school colleagues (such as your school team), share this handout/PowerPoint, and **lead a discussion** about the meaning/potential importance of the information as well as "next steps" (how to apply this information to instruction).
   o Lead your colleagues in analyzing portions of the test data to discover implications for their own teaching.

3. **Reflection and Analysis**: Write a **4-5 page reflection/analysis**
   • Describe the quantitative and qualitative data you obtained from the School Report Card
   • Report what you learned about the role of the reading specialist/literacy coach from sharing this information with your school and class colleagues.
   • Address how your state's testing program is consistent or inconsistent with the IRA *Position Statement on High Stakes Assessment in Reading* as well as **at least two other sources** related to appropriate/inappropriate uses of assessments.
   • Discuss, in your view, what should be modified and/or what should remain the same in your state's assessment system?
   • Include a summary paragraph
   • Include your handout/PowerPoint as an appendix to the paper.

4. **Submit**: Part A – handout/PowerPoint summary (2), reflection/analysis (3)

PART B: Class Focus

In this assignment, you will have the opportunity both to serve as a classmate's literacy coach and to be coached yourself. You will have 3 specific coaching opportunities (***data coaching, collaborative coaching, and reflective coaching***)**.** Complete the following steps together, with partners taking turns assuming the roles of the literacy coach and teacher.

1. **Gathering Data**: First, create a _spreadsheet_ showing the most recent *reading and writing* scores for all students in your class on at least **three** assessments. Include formal (e.g., Virginia SOL, DRA, PALS) and informal (e.g., Running Record), if available.

2. **Instructional Needs (Data Coaching):**
   - Compare your student assessment results with other existing data sources, such as homework and class assignment performance, to analyze individual student performance.
   - Add relevant notes to your spreadsheet. Then _make notes on the spreadsheet related to each student's instructional needs in reading and writing_.
   - Share and discuss with your partner using a coaching protocol.

3. **Coaching and Lesson Planning (Collaborative Coaching):**
   - Acting as your partner's literacy coach, lead your partner to use the data to make instructional decisions, including flexible grouping arrangements for a specific unit or series of lessons he or she plans to teach in the future.
   - _Coach your partner_ in _creating two specific lesson plans_ for his/her class in which students will be reading and/or writing.
   - Within these plans, specify how students will be grouped for instruction, using (across the two plans) at least two formats (e.g., small group, large group, individual).
   - Be sure to specify how you will assess student learning during each lesson. You must use the lesson plan provided in class.

4. **Implementation (Reflective Coaching):**   Implement and discuss your lessons.

   - _Make a video_ of at least 15 minutes of one lesson and share it with your coaching partner. Between the lessons, make adjustments as needed to improve outcomes for all students, with special attention to struggling readers.
   - _Reflective Coaching :_ Talk with your coaching partner and discuss each other's results, providing support as needed. You will have a reflection coaching conversation in class with your partner as part of the process.
   - _Write a 2-3 page reflection_ on…
     o What you learned about grouping
     o What you helped your partner learn.
     o Be specific about the suggestions you made to each other and whether these were implemented.
     o Also clearly indicate how you and your partner helped each other create grouping plans linked to the assessment information.

5. **Analyzing Assessments:** With a *small group in your class*,

- locate and read publishers' information on technical aspects of all of the assessments identified by group members, including reliability/validity.
- *prepare a handout* on this information (one page per assessment)
- include a description of the purpose of the assessment (screening, progress monitoring, measuring outcomes), population, assessment components, pros/cons
- share with your classmates (within your class, the goal is to analyze as many assessments as possible).

6. **Submit**: Part B - the final spreadsheet (1), the handout you created (2), one lesson plan (4), and your final reflection (5) to Taskstream.

TASKTREAM REQUIREMENTS:
Every student registered for any Literacy course with a required performance-based assessment is required to submit this assessment, Project A-Summary and Reflection and Project B – Analyzing Assessments, Lesson Plan and Final Reflection, to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). Evaluation of the performance- based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the final grade as an Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS
    a. Students must adhere to the guidelines of the George Mason University

    b. Students must follow the university policy for Responsible Use of Computing
      [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/)

    c. 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.

    d. 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/).

    e. 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/)/

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

    g. 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/].

PROFESSIONAL DISPOSITIONS:
Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT:
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/

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

EDRD 632 Proposed Class Schedule

Date	Topic	Readings and Assignments Due
1/21 Class 1	Overview of Literacy Assessment Student Data Syllabus and Assignments	*Lesaux and Marietta: chapters1* **Assessment Inventory on page 29 of Lesaux and Marietta* **Chappuis and Chappuis. (2008). The best value in formative assessment* *Va. GOP Lawmakers to focus on SOL reform in 2014 (Washington Post)* *http://www.washingtonpost.com/local/education/va-gop-lawmakers-to-focus-on-sol-reform-in-2014/2013/10/21/b02f0a5e-3a7f-11e3-b7ba-503fb5822c3e_story.html* *Virginia schools boards pass ant-SOL resolutions (Washington Post)* *http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/10/27/virginia-schools-boards-pass-anti-sol-resolutions/*
1/28 Class 2	Literacy Success Overview of the Reading Process	*Literacy Intervention and Instruction:* *Literacy Success - Fountas and Pinnell: chapter 1* *The Reading Process and Effective Readers - Fountas & Pinnell chapter 2* *When Readers Go off Track –Fountas and Pinnell chapter 3* *Assessment* *Lesaux and Marietta: chapter 2* **Project A Discussion of State Data** **Bring Downloaded Information**
2/4 Class 3	Analyzing Assessments	*Fountas and Pinnell: Chapter 4 (Analyzing Reading Behaviors)* *Fountas and Pinnell: Chapter 5 (Change Over Time)* *Assessment* *Lesaux and Marietta: chapter 3* **Assessment Inventory on page 45*
2/11 Class 4	Reading Assessment and Best Practices for - emergent literacy, - phonemic awareness,	*Fountas and Pinnell: Chapter 9 – Phonological Base for Learning How to Read and Write* *Fountas and Pinnell; Chapter 10 – Learning About Print* *Assessment* *IRA Standards for the Assessment of Reading and Writing (revised)* *http://www.reading.org/General/CurrentResearch/Standards/AssessmentStandards.aspx*
2/18 Class 5	Informal and standardized assessments	*Lesaux and Marietta: Chapters 7 and 8* **Project A Handout or PowerPoint Due** **In Class Group Discussion and Share**

2/25 Class 6	Fluency Instruction/Assessment	Fluency Intervention: Fountas and Pinnell Chapter 16 *Assessing Fluency* ***Project B: In groups begin to review and analyze different assessments***
3/4 Class 7	Coaching Schoolwide Data	*Spadder – pgs 46 -92 (Coaching teachers through a data discussion)* *Listening: Listen Fully pp169-185 from Falling Awake by* Fountas and Pinnell: chapter 6 & 7 ***Discuss spreadsheet assignment for Project B***
3/11	**SPRING BREAK**	***SPRING BREAK***
3/18 Class 8	Assessment and Best Practices of Comprehension	*Amasi, J. (2011). Best Practices in Comprehension Instruction (in Morrow 4th Edition)* *Assessment* *Roskos (2012) Formative Assessment: Simply no additives* *Fountas and Pinnell: Chapter 17 Assessment* ***Project B Analyzing Assessments (#2) Project Due***
3/25 Class 9	Comprehension Continued	*Fountas and Pinnell: chapters 14, 15* *What is a literacy coach? Do's and Don'ts of literacy coaching.* Characteristics of effective literacy coaching *http://www.carrie-ekey.com/handouts/November2008/AmmanHandoutsDay2.pdf* ***Project A Reflection Paper Due*** **<u>Data Coaching Exercise</u>** ***Project B Spreadsheet (#1 & #3) Due for Review***
4/1 Class 10	Writing Assessment and Best Practices	*Romeo: Informal Writing Assessment (handed out in class)* *Fountas and Pinnell: chapter 13* *Bromley, K (2011). Best Practices in Teaching Writing (in Morrow 4th Edition)*
4/8 Class 11	Collaborative Coaching Conversations practice Data Discussion	*Knight, J. (2011) What Good Coaches Do* *Fountas and Pinnell (2012) Guided Reading: The romance and the reality* *Review the website Formative Assessment. Be prepared to discuss what you found* *http://www.stemresources.com/index.php?option=com_content&view=article&id=52&Itemid=70* ***In class begin lesson plans and based on spreadsheets (#4)***

4/15 Class 12	Motivation Literacy and Technology Best Practice with Adolescents	*Fountas and Pinnell: Chapter 20* *McKenna, M. C. , Labbo, L., Conradi, K., & Baxter, J. (2011). Effective uses of technology in literacy instruction. (from Morrow 4th Ed)* *Ogle, D. &Lang, L. Lang (2011). Best Practices in Adolescent Literacy (from Morrow 4th Ed)*
4/22 Class 13	Vocabulary Spelling English Language Learners	*Word Recognition Intervention: Fountas and Pinnell: - 11, 12* *Fountas and Pinnell: Chapter 8* *Fountas and Pinnell: chapter 18* *Carlo, M.S. & Bengochea, A. (2011). Best Practices in Literacy Instruction for English Language Learners (from Morrow 4th edition)*
4/29 Class 14	SPED Integrated reading instruction Parents and Home Connection	*Lesaux and Marietta: chapter 5* *Fountas and Pinnell: chapter 21* *Paratore and Edwards. (2011). Parent-Teacher Partnerships That Make a Difference in Children's Literacy Achievement.(from Morrow 4th Edition)* ***Project B Lesson Plans (#4) Due***
5/6 Class 15	Reflective Coaching • Discussion of articles, • viewing of tapes and /videos, • practicing reflective coaching conversations	L'Allier, Elish-Piper, & Bean (2010). *What Matters for Elementary Literacy Coaching? Guiding Principles for Instructional Improvement and Student Achievement* Walker-Dalhouse et.al (2010). *Helping Diverse Struggling Readers Through Reflective Teaching and Coaching.* Peterson, Taylor, Burnham & Schock (2009). *Reflective Coaching Conversation* ***Reflective Coaching Exercise*** ***Project B Video and Reflection (#5) Due***

ASSESSMENT RUBRICS

Part A Rubric

IRA Standard/ Element	Exemplary (3)	Proficient (2)	Developing (1)	Not Met (0)	Score
3.2b Collaborate with and provide support to teachers in the analysis of data, using the assessment results of all students.	The paper provides very strong evidence of collaboration with and support of teachers in the analysis of data, using the assessment results of all students.	The paper provides strong evidence of collaboration with and support of teachers in the analysis of data, using the assessment results of all students.	The paper provides some evidence of collaboration with and support of teachers in the analysis of data, using the assessment results of all students.	The paper provides little or no evidence of collaboration with and support of teachers in the analysis of data, using the assessment results of all students.	
3.1a Demonstrates an understanding of the literature and research related to assessments and their uses and misuses.	The paper provides an excellent synthesis of literature related to assessment and the appropriate uses and misuses of assessments	The paper provides a good synthesis of the literature related to assessment and the appropriate uses and misuses of assessments	The paper provides a partial synthesis of the literature related to assessment and the appropriate uses and misuses of assessments	The paper provides a weak or non-existent synthesis of the literature related to assessment and the appropriate uses and misuses assessments	
3.4 a Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability	In the paper and handout or PowerPoint, there is strong evidence that candidate has analyzed and reported assessment results to a variety of colleagues and classmates for relevant implications, instructional purposes, and accountability	In the paper and handout/Power Point, there is moderate evidence that candidate has analyzed and reported assessment results to a variety of colleagues and classmates for relevant implications, instructional purposes, and accountability	In the paper and handout/Power Point, there is limited evidence that candidate has analyzed and reported assessment results to a variety of colleagues and classmates for relevant implications, instructional purposes, and accountability	In the paper and handout/PowerPoint, there is little to no evidence that candidate has analyzed and reported assessment results to a variety of colleagues and classmates for relevant implications, instructional purposes, and accountability	
3.1d Explain district and state assessment frameworks, proficiency standards, and student benchmarks.	In the paper and handout/Power Point, the candidate very effectively explains assessment frameworks, standards, and benchmarks	In the paper and handout/Power Point, the candidate effectively explains assessment frameworks, standards, and benchmarks	In the paper and handout/Power Point, the candidate partially explains assessment frameworks, standards, and benchmarks	In the paper and handout/ PowerPoint, the candidate ineffectively or does not explain assessment frameworks, standards, and benchmarks	

Part B Rubric

IRA Standard/ Element	Exemplary (3)	Proficient (2)	Developing (1)	Not Met (0)	Score
2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum	**2.1b** Candidate develops very strong lessons based on foundational knowledge to meet the needs of learners.	**2.1b** Candidate develops strong lessons based on foundational knowledge to meet the needs of learners.	**2.1b** Candidate develops lessons that show a developing understanding of foundational knowledge to meet the needs of learners.	**2.1b** Candidate develops very weak or no lessons based on foundational knowledge to meet the needs of learners.	
2.2 c Support classroom teachers to implement instructional approaches for all learners.	Candidate provides very strong support to partner in developing, implementing, and analyzing lessons for all learners.	Candidate provides strong support to partner in developing, implementing, and analyzing lessons for all learners.	Candidate provides moderate support to partner in developing, implementing, and analyzing lessons for all learners.	Candidate provides limited or no support to partner in developing, implementing, and analyzing lessons for all learners.	
3.1b Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	Candidate demonstrates a very strong understanding through preparation of the assessment handout.	Candidate demonstrates a strong understanding through preparation of the assessment handout.	Candidate demonstrates a basic understanding through preparation of the assessment handout.	Candidate does not demonstrate understanding.	
3.1c Recognize the basic technical adequacy of assessments	Candidate demonstrates a very strong understanding through preparation of the assessment handout.	Candidate demonstrates a very strong understanding through preparation of the assessment handout.	Candidate demonstrates a very strong understanding through preparation of the assessment handout.	Candidate demonstrates a very strong understanding through preparation of the assessment handout.	
3.2a Interpret appropriate assessments for students, especially those who struggle with reading and writing.	Candidate prepares a very detailed and thoughtful spreadsheet showing assessment results and students' needs.	Candidate prepares a detailed and thoughtful spreadsheet showing assessment results and students' needs.	Candidate prepares a somewhat detailed and thoughtful spreadsheet showing assessment results and students' needs.	Candidate does not prepare a spreadsheet or it is not detailed/ thoughtful.	
3.3a Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention	Lesson plans are very clearly connected to assessment data for individual readers	Lesson plans are clearly connected to assessment data for individual readers	Lesson plans are somewhat connected to assessment data for individual readers.	Lesson plans are not connected to assessment data for individual readers.	
3.3c. Lead teachers in analyzing and using classroom, individual, grade-level, or school wide assessment data to make instructional decisions.	Final reflection clearly indicates ways in which the candidate led another teacher to use data in making instructional decisions	Final reflection somewhat clearly indicates ways in which the candidate led another teacher to use data in making instructional decisions	Final reflection provides only general statements about ways in which the candidate led another teacher to use data in making instructional decisions	Final reflection does not indicate ways in which the candidate led another teacher to use data in making instructional decisions	
5.4 a & b Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing. Support teachers in doing the same for all students	Lesson plans, lesson, and reflection show very strong evidence of grouping to meet the needs of all learners and supporting another teacher.	Lesson plans, lesson, and reflection show strong evidence of grouping to meet the needs of all learners and supporting another teacher.	Lesson plans, lesson, and reflection show moderate evidence of grouping to meet the needs of all learners and supporting another teacher.	Lesson plans, lesson, and reflection are not completed and/or do not show evidence of grouping to meet the needs of all learners and supporting another teacher.	