

**George Mason University
College of Education and Human Development
Graduate School of Education**

EDRD 632.001: Literacy Assessments and Interventions for Groups
3 Credits, Fall 2014
4:30-7:10 Tuesdays Fairfax Campus, West 1008

PROFESSOR:

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites:

EDRD 630-Advanced Literacy Foundations and Instruction, Birth to Middle Childhood;
EDRD 631- Advanced Literacy Foundations and Instruction, Adolescent through
Adulthood; admission to the Literacy emphasis or permission of the literacy program
coordinator.

B. University Catalog 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

Not Applicable

LEARNER OUTCOMES:

This course 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 (Reading Professionals):

International Reading Association (IRA) Standards (2010) addressed in this course:

- 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 Standards addressed in this course:

- 6c. Demonstrate an understanding of the significance of cultural contexts upon language
- 6g. Demonstrate the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low and high achieving readers
- 6h. Demonstrate the ability to organize and supervise the reading program within the classroom, school, or division.

REQUIRED TEXTS:

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

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

Additional readings will be made available on Blackboard.

Recommended Resources:

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Fountas, I. & Pinnell, G.S. (2008). *When readers struggle: Teaching that works*. Portsmouth, NH: Heinemann

Gipe, J. (2013). *Multiple paths to literacy: Assessment and differentiated instruction for diverse learners, K-12* (8th Ed.). New York, NY: Pearson.

Sadder, M. & Nidus, G. (2009). *The literacy coach's game plan: Making teacher collaboration, student learning, and school improvement a reality*. Newark, DE: International Reading Association.

Seravallo, J. (2013) *The literacy teacher's playbook, Grades 3-6: Four steps for turning assessment data into goal-directed instruction*. Portsmouth, NH: Heinemann

Toll, C. (2014). *The literacy coach's survival guide: Essential questions and practical answers* (2nd ed.). Newark, DE: International Reading Association.

Walpole, S., & McKenna, M. (2012). *The literacy coach's handbook, second edition: A guide to research-based practice*. New York, NY: Guilford.

Coaching Websites:

<http://www.literacycoachingonline.org> (NCTE/IRA literacy coaching resource site)

Professional Organizations:

Greater Washington Reading Council: www.gwrc.net

Virginia State Reading Association: www.vusra.org

International Reading Association (IRA) (organization for educators/and researchers)
www.reading.org

Literacy Research Association (LRA) <http://www.literacyresearchassociation.org>

National Council of Teachers of English (NCTE): www.ncte.org

TASKSTREAM REQUIREMENTS

Every student registered for a course with a required performance-based assessment is required to submit this assessment to TaskStream (regardless of whether a course is an elective, a onetime 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 course grade as 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

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. Term Project A: State & Schoolwide Focus (30%).

1. **Data Gathering:** You will download reading and writing assessment data *for your school* from your state website (Virginia, D.C., or Maryland) (School Report Card). 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.
2. **Summary Presentation:** Prepare a handout and a brief PowerPoint (or other technology) for colleagues at your school that summarizes the information learned in #1. 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). The goal is to lead your colleagues in analyzing portions of the test data to discover implications for their own teaching. (15%)
3. **Written Analysis:** Write a 4-5 page reflection/analysis that (1) describes the quantitative and qualitative data you obtained from the School Report Card (2) explains what you learned about the role of the reading specialist/literacy coach from sharing this information with your school and class colleagues and (3) discusses how your state’s testing program is consistent or inconsistent with the IRA *Position Statement on High Stakes Assessment in Reading*. Include at least two other sources (peer-reviewed) related to appropriate/inappropriate uses of assessments in your discussion. In your view, what should be modified and/or what should remain the same in your state’s assessment system? (Include your handout/PowerPoint as an appendix to the paper). (15%)

2. Term Project B: Class Focus (50%)

In this assignment, you will have the opportunity both to serve as a classmate’s literacy coach and to be coached yourself. Complete the following steps together, with partners taking turns assuming the roles of the literacy coach and teacher.

1. **Spreadsheet:** (1) 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. If you are not currently teaching, you will complete this in a field assignment. (2) Compare your formal 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. (3) Then make notes on the spreadsheet related to each student’s *instructional needs* (vocabulary, comprehension, fluency, etc.) in reading and writing as revealed through your data collection and analysis. (4) Share and discuss with your peer coach. (10%)
2. **Instructional Strategies Research:** Locate 3 *peer-reviewed research articles* related to the instructional needs of your students. Read each article and create a one-page summary/critique (can be bulleted) to share with your peer coach. Summary should include (a) Author’s most significant points: A brief summary of the author’s message. (b) Text-to-self connections: Analyze how the article connects to your content and

teaching practice (c) Questions and Criticism: One paragraph of doubts, challenges, and lingering questions Use specific examples and elaborate on the utilization of the ideas. (15%)

3. **Lesson Planning**: Then, acting as a peer 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). Also be sure to specify how you will assess student learning during each lesson. You may use the lesson plan format that is standard in your school. (20%)
4. **Implementation of Lessons**: Implement your two lessons. Between the lessons, make adjustments as needed to improve outcomes for all students, with special attention to struggling readers. Make a video of *at least 15 minutes* of one lesson. Watch this video closely, taking notes, and then share it with your coaching partner. In class, on the designated day, you will watch segments of your video and talk with your coaching partner, discussing each other's results and offering insight into the instruction (this will also be videotaped for your own reflection purposes).
5. **Analysis**: Finally, write a 3-4-page analysis on what you learned about grouping and what helped your partner learn. Be specific about the suggestions you made to each other and whether these were implemented. Also, clearly indicate how you and your partner helped each other create grouping plans linked to the assessment information. (15%)

Submit the final spreadsheet (#1, above), both lesson plans (#4), your video (#5) and your final reflection (#5) to your instructor via Taskstream.**

***If your school's privacy policies prevent you from uploading your video to Taskstream, you may turn it in to your instructor. It will be viewed and returned to you.*

3. Assessment Review (10%)

In this assignment, you will review a published assessment (DRA, PALS, etc.). We will begin by brainstorming as a class the various assessments available. The goal is to analyze as many assessments as possible within the class. Then, (1) with a partner, choose an assessment to evaluate: locate and read publishers' information on technical aspects of the assessment, including reliability/validity. (2) Prepare a handout on this information (one page per assessment) and present to your classmates. Include (a) a description of the purpose of the assessment (b) target audience (c) administration procedures (d) content (e) scoring (f) technical adequacy (g) usability (h) links to intervention (10%)

Assessment Review	10 percent
Term Project A: State & Schoolwide Focus	30 percent
<u>Term project B: Class Focus</u>	<u>60 percent</u>
Total:	100 percent

3. 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. (Note that EDRD 632 is a prerequisite for EDRD 634).

Grading Scale

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

4. 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, *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 Discussion Procedures: We will be using the SEED strategy to lead class discussion of readings. As you read consider the following questions in relationship to class topics: (a) What

new information does the reading selection provide? (b) What did you find interesting or surprising about the selection? (c) What did you not understand in the selection? Then, develop at least ONE SEED per reading. Find "seeds" for discussion—key concepts, theories, or questions that require further elaboration. You will present "seeds" to initiate group discussion. Each "seed" should be thoroughly discussed before moving to the next "seed." At least 4 people must respond before we move on to the next “seed.”

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. Missing more than 2 classes will result in failure of the course.

If you miss a class, you will need to submit a 2-page bulleted summary of the readings for that day. It is your responsibility to discuss the readings with a classmate to ensure understanding.

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: SMITH_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, (one letter grade per day), 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>

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- 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/>]

PROPOSED CLASS SCHEDULE:

Date	Topic	Assignment due	Reading
8/26	What is assessment? Syllabus overview Reflect on past assessment experiences The role of the reading specialist in data analysis		IRA Position Statement on testing- http://www.reading.org/general/AboutIRA/PositionStatements/HighStakesPosition.aspx
9/2	What is the role of assessment?	Principal permission for Literacy Assessment Project Schoolwide assessment data (Part A)	Lesaux & Marietta Ch. 1, 2, 3 Chappuis, J. (2014). Thoughtful Assessment with the Learner in Mind. <i>Educational Leadership</i> , 71(6), 20-26.
9/9	What are the various types of assessment?	In-class data analysis activities	Morrow & Gambrell 1 & 2 McKenna & Walpole (2005) How well does assessment inform our reading instruction? <i>Reading Teacher</i> , 59(1), 84-86. Roskos, K., & Neuman, S. B. (2012). Formative Assessment: Simply, No Additives. <i>Reading Teacher</i> , 65(8), 534-538.
9/16	What is effective practice in using assessment?	Handout/PowerPoint for peer feedback (Part A)	Lesaux & Marietta Ch. 4 & 5 Morrow & Gambrell Ch. 13 Allington, R. L. (2011). What At-Risk Readers Need. <i>Educational Leadership</i> , 68(6), 40-45.
9/23	How can assessments lead to		Lesaux & Marietta Ch. 6

	improved instruction?		<p>McLaughlin, M. (2012). Reading Comprehension: What Every Teacher Needs to Know. <i>Reading Teacher</i>, 65(7), 432-440.</p> <p>Dennis (2009). "I'm Not Stupid." How assessment leads to (In)Appropriate Reading Instruction. <i>JAAL</i>, 53(4), 283-290</p> <p>Morrow & Gambrell- CHOICE Ch. 3-6</p>
9/30	How do we use assessment to improve instruction?	<p>Spreadsheet Draft 1</p> <p>Choose literacy assessment to evaluate and bring to class next week!</p>	<p>Morrow & Gambrell- CHOICE Ch. 7-12</p> <p>Walpole & McKenna (2005). The role of informal reading inventories in assessing word recognition. <i>Reading Teacher</i>, 65(7), 432-440.</p> <p>Yopp, R., & Yopp, H. (2007). Ten Important Words Plus: A Strategy for Building Word Knowledge. <i>Reading Teacher</i>, 61(2), 157-160.</p>

10/7	Why evaluate literacy assessments for validity, reliability, and missing information?	Reflection & Analysis, final Summary Handout/PowerPoint (Part A).	Begin reading articles for CLASS FOCUS project.
10/14	No class- GMU Switch week	Work on lesson plans!	Continue reading articles for CLASS FOCUS project.
10/21	How do we develop plans from from assessment data?	Spreadsheet Draft 2 Work on lesson plans- get feedback on 2 from peer coaching partner.	Morrow & Gambrell 17 Geisler, J. L., Hessler, T., Gardner, I., & Lovelace, T. S.

		Teach unit between now and 11/18 including videotaping of one lesson	(2009). Differentiated Writing Interventions for High-Achieving Urban African American Elementary Students. <i>Journal Of Advanced Academics</i> , 20(2), 214-247.
10/28	How does a coach support teachers? Part I	Peer Coaching: Lesson Plans	<p>Castro-Villarreal, F. (2014). Teachers' perceptions and attitudes about Response to Intervention (RTI) in their schools: A qualitative analysis. <i>Teaching and teacher education</i>. (40), 104 - 112.</p> <p>Helf, S., & Cooke, N. L. (2011). Reading Specialist: Key to a Systematic Schoolwide Reading Model. <i>Preventing School Failure</i>, 55(3), 140-147</p> <p>Peterson, Taylor, Burnham, & Schock (2009). Reflective Coaching Conversations: A Missing Piece, <i>The Reading Teacher</i>, (62)6, 500-509.</p>
11/4	Peer Coaching Meetings	Article Summaries	
11/11	How does a coach support teachers? Part II	Lesson Plans	<p>Leseaux & Marietta Ch. 7 & 8</p> <p>Hasbrouck & Denton (2007) Student-focused coaching: A Model for Reading Coaches. <i>The Reading Teacher</i>, 60(7), 690-693.</p>
11/18	How do we include parents in assessment?		<p>Morrow & Gambrell Ch. 18</p> <p>Hill, S., & Diamond, A. (2013). Family literacy in response to local contexts. <i>Australian Journal Of Language & Literacy</i>, 36(1), 48-55.</p>

11/25	Video sharing & coaching	Video and Peer Coaching.	TBA
12/2	Project Debrief Course evaluations		
12/9	Course evaluation	All assignments must be uploaded to TASKSTREAM.	None

This schedule may be changed at the discretion of the professor or as needs of the students or the Literacy Program dictate.

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 of 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/PowerPoint, 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/PowerPoint, 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/PowerPoint, the candidate very effectively explains assessment frameworks, standards, and benchmarks	In the paper and handout/PowerPoint, the candidate effectively explains assessment frameworks, standards, and benchmarks	In the paper and handout/PowerPoint, 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/	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	
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,	

3.1b Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and	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 solid understanding through preparation of the assessment handout.	Candidate demonstrates a limited understanding through preparation of the assessment handout.	Candidate demonstrates a weak understanding	
3.2a Interpret appropriate assessments for students, especially those who struggle with reading and	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	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	
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	
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	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	

