GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Literacy Program

EDRD 632 6L9: Assessments and Interventions for Groups
3 Credits, Fall 2015
4:30-7:10 PM Tuesdays -LSH 111 21641 Ridgetop Circle Ridgetop Two Sterling, VA 20166

PROFESSOR(S):
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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 or OBJECTIVES:

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:

1a. Demonstrate expertise in the use of formal and informal screening, diagnostic and progress monitoring assessment for language proficiency, concepts of print, phoneme awareness, letter recognition, decoding, fluency, vocabulary, reading levels, comprehension.

1b. Demonstrate expertise in the ability to use diagnostic data to tailor instruction for acceleration, intervention, remediation, and flexible skill-level groupings.

3c. Demonstrate expertise in strategies to increase vocabulary

3f. Demonstrate expertise in the ability to teach strategies in literal, interpretive, critical, and evaluative comprehension

4a. Demonstrate expertise in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing, written expression, and usage and mechanics and the writing process of planning, drafting, revising, editing, and sharing

6b. Demonstrate an understanding of the needs of high achieving students and of strategies to challenge them at appropriate levels

6f. Demonstrate expertise to interpret grade equivalents, percentile ranks, normal curve equivalents, and standards scores

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.

REQUIRED RESOURCE: Edthena must be purchased and used in this course. Details will be provided.

Additional readings will be made available on Blackboard and through GMU Library databases.
Recommended Resources:

Morrow, L.M. & Gambrell, L.B. (Eds.) (2015). *Best practices in literacy instruction (5th ed.).* New York, NY: Guilford.

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.

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. **Performance-Based Assessment 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 a minimum of two additional peer-reviewed sources related to appropriate/inappropriate uses of assessments to support 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 (60%)**

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. **Assessment Analysis**

In this assignment, you will review a published assessment. We will brainstorm 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 (e.g., screening, progress monitoring, measuring outcomes); (b) target audience (c) administration procedures (d) content (e) scoring (f) technical adequacy (g) usability (h) links to intervention (10%)

3. **Instructional Strategies Research:** Locate *3 peer-reviewed research articles* related to the instructional needs of your students. Utilize and adapt the strategies or techniques in your lesson plans. Cite appropriately. (5%)

4. **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. 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 <u>during and after</u> each lesson. You may use the lesson plan format that is standard in your school, but ensure that you include data-based justification for instructional grouping and strategy choices. (10%)

5. **Implementation of Lessons**: Implement and videotape your first lesson, then reflect and annotate the video with Edthena to note salient points in the lesson, your teaching strengths and needs, and student outcomes that result from the lesson. Choose a clip of at least 15 minutes to share and discuss in class with your peer coach and your instructor. Between the lessons, make adjustments as needed to improve outcomes for all students, with special attention to struggling readers. Implement and videotape the second lesson, again reflecting and annotating in Edthena. In class, on the designated days, 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). (20%)

6. **Analysis:** Finally, write a 3-4-page reflective analysis on what you learned about data-based grouping and instruction 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. (5%)

Submit the final spreadsheet (#1, above), your group assessment analysis (#2, above), both lesson plans with peer coach feedback (#4), your video (#5) and your final reflection (#6) to your instructor via Blackboard.

Performance-Based Assessment A: State & Schoolwide Focus	30 %
Performance-Based Assessment B: Class Focus	60 %
Participation	10 %
Total:	100 %

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 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 and critique of the readings for that day. It is your responsibility to discuss the readings and class content 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_LessonPlan1.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 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.

BLACKBOARD REQUIREMENTS

Every student registered for any Literacy Program course <u>with a required performance-based assessment</u> is required to submit this assessment, Performance-Based Assessments A & B to Blackboard (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 Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard 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 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 http://gse.gmu.edu/.

PROPOSED CLASS SCHEDULE:

Date	Topic	Assignment due	Reading
9/1	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
9/8	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. *Educational Leadership*, *71*(6), 20-26.
9/15	What are the various types of assessment?	In-class data analysis activities	McKenna & Walpole (2005) How well does assessment inform our reading instruction? *Reading Teacher*, *59*(1), 84-86. Roskos, K., & Neuman, S. B. (2012). Formative Assessment: Simply, No Additives. *Reading Teacher*, *65*(8), 534-538.
9/22	What is effective practice in using assessment?	**Handout/PowerPoint for peer feedback (Part A)**	Lesaux & Marietta Ch. 4 & 5 Allington, R. L. (2011). What At-Risk Readers Need. *Educational Leadership*, *68*(6), 40-45.
9/29	How can assessments lead to improved instruction?		Lesaux & Marietta Ch. 6 McLaughlin, M. (2012). Reading Comprehension: What Every Teacher Needs to Know. *Reading Teacher*, *65*(7), 432-440. Dennis (2009). "I'm Not Stupid:" How assessment leads to (In)Appropriate Reading Instruction. *JAAL*, 53(4), 283-290
10/6	How do we use assessment to improve instruction?	**Classroom Data Spreadsheet Draft 1**	Walpole & McKenna (2005). The role of informal reading inventories

| | | | in assessing word recognition. *Reading Teacher*, *65*(7), 432-440.

Yopp, R., & Yopp, H. (2007). Ten Important Words Plus: A Strategy for Building Word Knowledge. *Reading Teacher*, *61*(2), 157-160. |
|---|---|---|---|
| | | **Choose literacy assessment to evaluate and bring to class next week** | |
| 10/13 | Why evaluate literacy assessments for validity, reliability, and missing information? | **Assessment Analysis (segment of Part B, in class)**

Final Summary Handout/PowerPoint, and Reflection (Part A submitted to Blackboard). | Begin reading articles for CLASS FOCUS project. |
| 10/20 | How do we develop plans from assessment data? | **Classroom Data Spreadsheet Draft 2** Work on lesson plans- choosing 2 for feedback from peer coaching partner. Use the coaching and feedback rubric to guide your work. | Geisler, J. L., Hessler, T., Gardner, I., & Lovelace, T. S. (2009). Differentiated Writing Interventions for HighAchieving Urban African American Elementary Students. *Journal Of Advanced Academics*, *20*(2), 214-247. |
| 10/27 | How does a coach support teachers? Part I | **Peer Coaching: Lesson Plans**

After revising based on peer coach feedback, teach and videotape your first lesson. Reflect and annotate with Edthena. | Castro-Villarreal, F. (2014). Teachers' perceptions and attitudes about Response to Intervention (RTI) in their schools: A qualitative analysis. *Teaching and teacher education*. (40), 104 - 112.

Helf, S., & Cooke, N. L. (2011). Reading Specialist: Key to a Systematic Schoolwide Reading Model. *Preventing School Failure*, *55*(3), 140-147

Peterson, Taylor, Burnham, & Schock (2009). Reflective Coaching Conversations: A Missing Piece, *The Reading Teacher*, (62)6, 500-509. |

11/3	How does a coach support teachers? Part II		Leseaux & Marietta Ch. 7 & 8 Hasbrouck & Denton (2007) Student-focused coaching: A Model for Reading Coaches. *The Reading Teacher*, 60(7), 690-693.
11/10	How do we include parents in assessment?	**Peer Coaching Meetings: Lesson 1.** **Use the coaching and feedback rubric to guide your conversation.**	Hill, S., & Diamond, A. (2013). Family literacy in response to local contexts. *Australian Journal Of Language & Literacy*, *36*(1), 48-55.
11/17	Video sharing & coaching	**Peer Coaching Meetings: Lesson 2.** **Use the coaching and feedback rubric to guide your conversation.**	
11/24	No class: Thanksgiving		

12/1	Online class: Reflect on Edthena annotations and peer coaching experience		
12/8	Project Debrief Course evaluation	**All PBA assignments must be uploaded to BLACKBOARD.**	None

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

ASSESSMENT RUBRIC(S):

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	Candidate demonstrates a very strong understanding through preparation of	Candidate demonstrates a very strong understanding through preparation of the	Candidate demonstrates a very strong understanding through preparation of	

	assessment handout.	the assessment handout.	assessment handout.	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.	Lesson plans, lesson, and reflection show very strong evidence of grouping to meet the needs of all	Lesson plans, lesson, and reflection show strong evidence of grouping to meet the needs	Lesson plans, lesson, and reflection show moderate evidence of grouping to meet the needs of all	Lesson plans, lesson, and reflection are not completed and/or do not show	

Support teachers in doing the same for all students.	learners and supporting another teacher.	of all learners and supporting another teacher.	learners and supporting another teacher.	evidence of grouping to meet the needs of all learners and supporting another teacher.	