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George Mason University
College of Education and Human Development
Literacy Program

EDRD 632.001– Literacy Assessments and Interventions for Groups
3 Credits, Fall 2021
Mondays 5:00 p.m.-7:00 p.m., L003 Thompson Hall – Fairfax Campus
Hybrid

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Faculty
Name: Jennifer Drake Patrick, Ph.D.
Office Hours: By Appointment- virtual
Office Location: Thompson Hall, 1501, Fairfax Campus
Office Phone: 703.993.2166
Email Address: jdrakepa@gmu.edu

Prerequisites/Corequisites
EDRD 630 and EDRD 631

University Catalog Course Description
Provides literacy assessments and interventions for groups of learners. Includes exploration of assessment tools for classrooms and large populations. **Note:** This course requires students to conduct related practice in their own schools or specified field settings.

Course Overview
Not Applicable

Course Delivery Method
This course will be delivered using a hybrid (2-75% online) format.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
1. Analyze assessment information to plan and evaluate instruction.
2. Use diagnostic data to implement differentiated literacy instruction for all students.
3. Communicate assessment results and implications to a variety of audiences.
4. Identify culturally responsive approaches to literacy instruction which acknowledge the diversity in their schools.
5. Apply basic coaching techniques (e.g., paraphrasing, questioning, synthesizing) as they work with a peer to support their data analysis and instructional planning.

Professional Standards (aligned with standards from the International Literacy Association)
Upon completion of this course, students will have met the following Standards for Reading/Literacy Specialist Candidates from the International Literacy Association's 2017 *Standards for the Preparation of Literacy Professionals*:

2.2   Candidates design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.

2.4   Candidates collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.

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3.2   Candidates collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students.

3.3   Candidates participate in and lead professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.

3.4   Candidates, using both written and oral communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians.

4.3   Candidates create and advocate for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.

Virginia Standards for Reading Specialist Programs 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, phonemic awareness, letter recognition, decoding, fluency, vocabulary, reading levels, and comprehension.

1b.   Demonstrate expertise in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.

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 coach and support teachers through classroom observations, demonstrations, co-teaching, and other forms of job-embedded professional development.

6j.   Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, community leaders.

6k.   Demonstrate knowledge of current research and exemplary practices in English and reading/

6l.   Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

6m.   Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.

Required Texts

Brown, E. & L'Allier, S.K. (2020). *No more random acts of literacy coaching.* Heinemann.

Wolsey, T.D., Lenski, S. & Grisham, D.L. (2020). *Assessment Literacy*: *An educator's guide to understanding assessment, K-12*. Guilford Press

GoReact must be purchased and used in this course. Details will be provided in class.

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

Recommended Texts

American Psychological Association. (2020*). Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Seravallo, J. (2014). *The literacy teacher's playbook, grades K-2: Four steps for turning assessment data into goal-directed instruction*. Portsmouth, NH: Heinemann.

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

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

- **Assignments and/or Examinations**
  1. Course Engagement (15%)
  Being engaged in this course is essential to the teaching-learning process. Engagement involves attendance, timeliness, and active participation. Class attendance (face-to-face and online) is both important and required (see Academic Policy 1.6 in the GMU Catalog). It is expected that you fully engage in all course activities whether online or face-to-face. It is critical to keep up with the readings, course presentations, and activities. It is expected that you are fully prepared for each class, complete work in a timely manner, offer critical insights to discussions, ask in-depth, thoughtful questions, and provide thoughtful, responsive feedback to your peers.

  Throughout the semester you will complete 5 asynchronous online modules that involve an array of activities including recording your thoughts, reactions, connections, and questions related to assigned readings and content. These activities are designed to encourage you to think deeply about the materials you read/view as you critically analyze, synthesize, and reflect on the course content while applying your new understanding. Each weekly module will open on a Tuesday. All activities and assignments due within that module must be submitted by 11:59 p.m. on the following Monday (see the class schedule for specific dates). <u>Work submitted more than one week after the due date will not be accepted</u>. Once each module is opened, it will remain open so that you may go back and review content from previous weeks. Specific instructions and evaluation criteria will be provided for all activities on Blackboard.

  2. School Data Analysis (20%)
  Data Gathering: Locate and review your state's testing framework. Locate your school's report card/data online (in Virginia, this is the School Quality Profile). Analyze the literacy assessment data.

  Summary Presentation (10%): Prepare a brief presentation summarizing your school's literacy assessment data. Share this presentation with peers. Together, identify and discuss the meaning/potential importance of the information as well as "next steps" for how to apply this information to instruction.

  Written Analysis (10%): Develop a 4–5-page written analysis that addresses the following: (1) **Discuss** your state's testing program. Consider how it is consistent or inconsistent with the International Literacy Association's position statements on

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assessment and include a minimum of two additional professional resources related to appropriate/inappropriate uses of assessments to support your discussion. Address if you believe any modifications should be made and/or what should remain the same in your state's assessment system. Be sure to support your suggestions with professional resources. Then, (2) **Reflect** on what you learned about the role of the reading specialist/coach from analyzing your school-level data (in Virginia, this is the School Quality Profile) and sharing it with your peers.

3. Needs Assessment (15%)
Using what you learned from your analysis of your school's data, you will develop a literacy needs assessment survey to identify school-wide literacy professional learning needs. You may distribute and analyze data from this survey in EDRD 634.

4. Performance-Based Assessment: Classroom Data Analysis & Instruction (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. Classroom Data Spreadsheet (10 %): (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) data, 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. (3) Then make notes on the spreadsheet related to each student's *instructional needs* in reading and writing as revealed through your data collection and analysis.

2. Lesson Planning (10 %): In consultation with your peer coach, ***create two specific, connected lesson plans*** for your class in which students will be reading and/or writing. The lessons should address an instructional need identified in your data spreadsheet. In each plan, specify how students will be grouped for instruction. Across the two plans, you must use different groupings. For example, in your first lesson, you may teach a whole-group lesson followed by a small-group lesson. Or, you may start with a small-group lesson and follow up with an individual lesson for one student. You will use data gathered in your first lesson to determine which students to teach (and what to teach) in the second lesson which may include remediation or enrichment. Be sure to provide a justification (using data and research) for your grouping decisions and instructional strategy choices. 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 it must contain the required elements shared in class.

3. Implementation of Lessons (10 %): After receiving feedback on your first lesson plan, teach and videotape the lesson. Choose a 10–15-minute segment of your lesson that you would like to receive feedback on from your peer coach. Upload the video clip to GoReact and attach a copy of your lesson plan. Annotate within GoReact to describe the context of the clip and the feedback you are seeking from your peer coach. After analyzing student data gathered in the first lesson and conferring with your peer coach, create your second lesson plan. Teach and videotape the second

lesson. Choose a 10–15-minute segment of your lesson that you would like to receive feedback on from your peer coach. Upload the video clip to GoReact and attach a copy of your lesson plan. Annotate within GoReact to describe the context of the clip and the feedback you are seeking from your peer coach

4. Peer Coaching (10 %): You will serve as a classmate's literacy (peer) coach to support data analysis and instructional planning. The 3 coaching conversations will take place in class and you will record and upload the 3 coaching conversations to GoReact. For each of the videos where you serve as a coach, you should watch the video and reflect on your development as a coach. You will use the annotation features in GoReact to identify your coaching stances, strengths, suggestions, and connections to your previous coaching interactions with your partner in each video.

Coaching Conversation 1 – Data Analysis & Lesson 1 Planning: Your first coaching conversation will center on the classroom data spreadsheet. The goal of this conversation is to analyze the classroom data spreadsheet to identify appropriate instructional goals and discuss instructional plans for the first lesson. Once lesson goals are established and the first plan is written, you will read a draft of your partner's lesson plan and provide (verbal/written) feedback before the lesson is taught.

Coaching Conversation 2 – Lesson 1 Debriefing and Lesson Plan 2 Drafting: After your partner teaches his/her first lesson and uploads a video clip to GoReact, you will watch the teaching segment and provide feedback. You will then discuss how data collected during the lesson informs the second lesson plan. Once lesson goals are established and the second plan is written, you will read a draft of your partner's lesson plan and provide (verbal/written) feedback before the lesson is taught.

Coaching Conversation 3 – Lesson 2 Debriefing: After your partner teaches his/her second lesson and uploads a video clip to GoReact, you will watch the teaching segment and provide feedback. You will then discuss how data collected during the lesson informs future instructional plans.

5. Reflection (10 %): Write a 3-5-page reflection on what you learned as a result of the project. Include the following: (1) Discuss how data-based grouping and instruction impacted student learning and your work. (2) Reflect on the peer coaching process. Explain how you supported your partner in using data to make grouping and other instructional decisions. Include discussion of how you help him/her develop, implement, and analyze his/her lessons. (3) Identify and analyze at least one segment from your coaching videos for your instructor to watch that you think demonstrates an important moment in your development as a coach. Explain the significance of the segment and what you have learned about serving as a literacy coach.

- **Other Requirements**
  Assignment Guidelines
  All assignments and online tasks are due by 11:59 p.m. on the date listed in the class schedule. <u>Unless arrangements have been made beforehand with your instructor, 10% of the total points will be deducted from assignments for *each* day they are submitted late.</u>

Assignments should follow APA (7th ed.) formatting (including 12-point Times New Roman font, double-spaced with one-inch margins). Writing quality (including mechanics, organization, and content) is figured into the overall score for each assignment, so proofread carefully and use formal, academic writing. Be sure to use APA format (7th ed.) when providing citations for relevant research. (See Blackboard for resources.) When submitting electronic files, please name the files using your first and last name and assignment title (ex: JOHNDOEResearchCritique1.docx).

Graduate level writing is expected for all assignments in this course. If you find that you need support, the University Writing Center (https://writingcenter.gmu.edu/) is available to you. They offer one-to-one consultations at any stage of the writing process. You can schedule in-person or video appointments with writing tutors on Mason's Fairfax and Arlington campuses. You can also use the Online Writing Lab (OWL) to receive written feedback on drafts of your writing if you aren't able to meet during the Center's hours of operation.

The performance-based assessment (PBA) is designed to provide evidence that program candidates meet required program completion standards. Students may have one opportunity to revise PBA assignments in order to demonstrate proficiency with each of the associated standards. Successful completion of the performance-based assessment is required to move to the next course in your degree program. If you are concerned that you may be having difficulty meeting these requirements, please speak to your course instructor and your advisor. All PBA Assignments will be uploaded to the VIA assessment system on Blackboard.

Communication
Email is my preferred form of communication, so please check your GMU email account daily, as that will be the account I use to contact you. I am always available via email, but please allow a 48-hour response time for replies. If you have not heard from me within 48 hours, please email me again. I will also host regular online office hours throughout the semester or will meet with you by phone or online at other times by appointment.

Advising
Advising information is located on Blackboard, including timeline, program of study tracking, course sequencing, RVE registration information, graduation information, and program updates. To access, (a) login to Blackboard, (b) click the Organizations option in the main menu, and (c) go to the Literacy Program Advising Organization to find all documents. You are responsible for regularly checking the advising organization to maintain your program of study and desired program completion timeline.

- **Grading**

Grading Scale

Grade	Range
A	= 94 – 100%
A-	= 90 – 93%
B+	= 85 – 89%
B	= 80 – 84%
C	= 75 – 79%
F	= below 75%

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

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule
(F2F = meet face-to-face; SYNC = meet synchronously; ASYNC = activities completed asynchronously)

Date	Topics/Essential Questions	Reading	Assignments Due
Week 1 F2F August 23rd	Course Overview What is the purpose of assessment?	– Afflerbach, 2016 – ILA Literacy Leadership Brief on Literacy Assessment, 2017	– Module 1 activities on Bb.
Week 2 F2F August 30th	How do we know what to assess?	– Wolsey et al., Chs., 1-3 – ILA Literacy Leadership Brief on Standardized Reading Tests, 2017 – ILA Literacy Leadership Brief on Making Sense of Elementary Reading Scores, 2020	– Module 2 activities on Bb. – Sign up for GoReact
AUG. 31st	**LAST DAY TO ADD CLASSES**		
Week 3 **Async.** Sept. 7th – 13th	How are instruction and assessment connected?	- Wolsey et al., Chs. 4 & 5 - Chapius, 2014 - ILA Literacy Leadership Brief on Using Data for Instructional Decision Making, 2018 - IRA Position Statement on Formative Assessment, 2013	– Module 3 activities on Bb. – Submit signed administrator permission letter.
Week 4 **Async.** Sept. 14th-Sept 20th	What is effective practice for using assessment?	– Wolsey et al., Ch. 6 – Afflerbach et al., 2019	– Module 4 activities on Bb. – Review your School Quality Profile.

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Date	Topics/Essential Questions	Reading	Assignments Due
Week 5 F2F Sept. 27th	How do we interpret and share assessment data?	– Wolsey et al., Chs. 7, 8 & 9 – Mandinach & Gummer, 2016	– Module 5 activities on Bb.
Sept. 28th	**LAST DAY TO WITHDRAW FROM CLASSES (NO REFUND)**		
Week 6 F2F Oct. 4th	How do we interpret and share assessment data?	– Stahl & McKenna, 2013	– Share/discuss your School Report Card presentation with your assigned small group.
Week 7 **Async.** Oct. 5th-11th	How can we use school -level data to improve instruction? What is a literacy coach?	– Shearer et al., 2019 – Yopp et al., 2011 – Sections 1 & 2, *No More Random Acts of Literacy Coaching*	– Module 7 activities on Bb. – Classroom introduction video posted to GoReact. – **Needs Assessment Due**
Week 8 F2F Oct. 18th	How can we use classroom-level data to improve instruction? How does a literacy coach support data analysis?	– Briceño, A., & Klein, A. F. (2019). – Spear-Swerling, 2015 – Watts-Taffe et al., 2012	– Module 8 activities on Bb. – Classroom Data Spreadsheet Draft (PBA #1) (bring a copy to class) – **School Data Written Analysis due**
Week 9 F2F Oct. 25th	How does a coach lead a coaching conversation?	– Section 3, *No More Random Acts of Literacy Coaching* – Jablon & Dombro, 2015 – Peterson et al, 2009	– Module 9 activities on Bb. – Bring a copy of your revised Classroom Data Spreadsheet (PBA #1) to class. – Come prepared to conduct/video Coaching Conversation 1 (PBA #4).

Last revised August, 2021

Date	Topics/Essential Questions	Reading	Assignments Due
Week 10 **Async.** Oct. 26th- Nov. 1st	How do we develop plans from assessment data?	– Griffith & Lacina, 2017 – Schutz & Rainey, 2019 – Webb et al., 2019	– Module 10 activities on Bb. – Reflection Annotations for Coaching Conversation 1 (GoReact) (PBA #4) – First Lesson Plan Draft (PBA #2) (Bb & to Peer Coach)
Week 11 F2F Nov. 8th	How does a coach support teachers' instruction?	– Jewett & MacPhee, 2012 – Knight, 2011 – Toll, C. A, (2017)	– Module 11 activities on Bb. – Lesson 1 video & final plan posted to GoReact (PBA #3). – Come prepared to conduct/video Coaching Conversation 2 (PBA #4).
Week 12 F2F Nov. 15th	What are some of the challenges facing a literacy coach?	– Bates, 2018 – Zoch, 2015	– Module 12 activities on Bb. – Reflection Annotations for Coaching Conversation 2 (GoReact) (PBA #4) – Lesson 2 video & final plan posted to GoReact (PBA #3). – Come prepared to conduct/video your Coaching Conversation 3 (PBA #4).
Week 13 **Async.** Nov. 16th -Nov. 22nd	How do we coach for change?	– Lesley, M. Beach,W. & Smit, J., 2021 – ILA Literacy Leadership Brief on Coaching for Change, 2018	– Module 13 activities on Bb. – Reflection Annotations for Coaching Conversation 3 (GoReact) (PBA #4)
Week 14 F2F Nov. 29th	What is your vision of your role as a future literacy leader?	– ILA Position Statement on the Multiple Roles of School-Based Specialized Literacy Professionals – ILA Research Brief in Support of the Multiple Roles of School-Based	– Module 14 activities on Bb.

Date	Topics/Essential Questions	Reading	Assignments Due
		Specialized Literacy Professionals – Psencik, 2015	
Due Dec. 8th	PBA - Classroom Data Analysis and Instruction (Classroom Data Spreadsheet, 2 Lesson Plans, & Reflection on Via on Bb; videos & reflection annotations on GoReact)		

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment
The College of Education and 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/.

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to VIA should be directed to VIAhelp@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy

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Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.

Rubric for Classroom Data Analysis and Instruction

ILA Standard/ Component	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
2.2 Candidates design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.	Provides exemplary evidence of designing, teaching, and evaluating evidence-based instruction to meet the literacy needs of whole class and/or groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.	Provides satisfactory evidence of designing, teaching, and evaluating evidence-based instruction to meet the literacy needs of whole class and/or groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.	Provides partial evidence of designing, teaching, and evaluating evidence-based instruction to meet the literacy needs of whole class and/or groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.	Provides little or no evidence of designing, teaching, and evaluating evidence-based instruction to meet the literacy needs of whole class and/or groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.
2.4 Candidates collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.	Provides exemplary evidence of collaborating with and coaching school-based educators in developing, implementing, and evaluating literacy instruction.	Provides satisfactory evidence of collaborating with and coaching school-based educators in developing, implementing, and evaluating literacy instruction.	Provides partial evidence of collaborating with and coaching school-based educators in developing, implementing, and evaluating literacy instruction.	Provides little or no evidence of collaborating with and coaching school-based educators in developing, implementing, and evaluating literacy instruction.
3.2 Candidates collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students.	Provides exemplary evidence of collaborating with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and/or groups of students.	Provides satisfactory evidence of collaborating with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and/or groups of students.	Provides partial evidence of collaborating with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and/or groups of students.	Provides little or no evidence of collaborating with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and/or groups of students.

ILA Standard/ Component	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
3.3 Candidates participate in and lead professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.	Provides exemplary evidence of leading professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.	Provides satisfactory evidence of leading professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.	Provides partial evidence of leading professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.	Provides little or no evidence of leading professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.
4.3 Candidates create and advocate for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.	Provides exemplary evidence of creating an inclusive and affirming classroom environment by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.	Provides satisfactory evidence of creating an inclusive and affirming classroom environment by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.	Provides partial evidence of creating an inclusive and affirming classroom environment by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.	Provides little or no evidence of creating an inclusive and affirming classroom environment by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.