

**George Mason University
Graduate School of Education
Responsive Instruction:
The Work of Professional Learning Communities**

EDSE 597 6S3 (CRN 20982): Special Topics: Responsive Instruction: The Work of Professional Learning Communities (3 credits)

EDUC 597 6F3 (CRN 22378): Special Topics: Responsive Instruction: The Work of Professional Learning Communities (3 credits)

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Day: Thursdays

Time: 4:00 -8:00 PM + 2.5 hours online/week

Dates: January 22, 2015-May 14, 2015 (no class—FCPS Break March 30-April 3)

Location: Union Mill ES

Note: This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Course Description: Responsive Instruction: The Work of Professional Learning Communities

This six-credit graduate level special projects course is an adaptation of two courses offered at GMU. The two courses are: EDCI 516: Bilingualism and Language Acquisition Research and EDSE 662: Consultation and Collaboration. The course is designed to meet the needs of FCPS teachers who work with diverse populations of students, focusing on teaching methods for students such as those with disabilities (SWD) and English Learners (ELs). The foundation of the course will be embedded around professional conversations within Professional Learning Communities (PLC) within grade and/or content area teams. Participants will build upon their already established skills in the process of unpacking content standards in order to identify what students need to know and be able to do. Participants will expand their use of best practices for teaching and learning in order to make learning comprehensible for all students. When students do not learn, participants will develop and identify the tools and strategies needed to adjust their

teaching and apply those strategies immediately with their students. When students are in need of enrichment, participants will develop tools and strategies needed to adjust their teaching for enrichment purposes.

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

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

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

Prerequisite(s): None

Co-requisite(s): None

Advising Information

If you choose to continue in a program of study at Mason, please make sure that you are being advised on a regular basis as to your status and progress through your program.

Nature of Course Delivery

Learning activities include the following:

1. Guiding questions for textbook reading
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Student Outcomes:

The purpose of this course is to assist teachers and other school staff in developing a solid foundation for understanding learning acquisition and behaviors of children with learning disabilities, emotional disturbances, and mild intellectual disabilities, as well as those who are English Language Learners. Therefore, this course adapts components of two licensure courses offered through mild disabilities special education and GMU's ESOL programs.

EDSE 597 is designed to provide professionals in special education, general education, and related fields with knowledge and communication skills for collaborative consultation and technical assistance to other educators and service providers. EDSE 597 will address the following components of EDSE 662:

Students will:

1. Define collaboration and teamwork and explain the essential characteristics of each one.
2. Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings.
3. Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive and resolving conflicts.
4. Apply problem-solving techniques in collaborating with professional colleagues, parents, and related services personnel to provide for students' learning and behavioral needs.
5. Develop self-assessment techniques for improving consultative and collaboration skills.
6. Plan activities that implement effective consultation and collaboration techniques.
7. Develop an Individualized Education Plan.

EDUC 597 is designed to provide students with knowledge of first and second language acquisition, including the interaction of a bilingual's two languages, with implications for the classroom. Students will examine research on the cognitive and linguistic achievements of bilingual children and will acquire knowledge about the consequences of bilingualism for children's cognitive development, school achievement, and linguistic processing.

EDUC 597 will address the following components of EDCI 516:

Students will demonstrate:

1. Understanding of first language (L1) and second language (L2) acquisition processes, research, and developmental stages as well as their applicability to classroom instruction.
2. Knowledge of various definitions and theories on bilingualism, language proficiency, and language acquisition.
3. Understanding of the developmental stages of L2 acquisition.
4. Ability to identify and discuss the social, cultural, affective, and cognitive factors playing a role in L2 acquisition.
5. Familiarity with the concepts of code-switching, language borrowing, and the role of L1 and L2 acquisition and foreign/world language acquisition.
6. Familiarity with the relationship of standard languages and dialects and the implications for teaching.
7. Understanding of the relationships among teaching practice and second language acquisition (SLA) research, methods of teaching foreign/world/second languages and language assessment practices.
8. Use of technology to assist in their understanding of SLA and an understanding of its use to support learning in the WL/SL classroom.

Relationship of Courses to Program Goals and Professional Organizations:

EDUC 597 Language is the most human form of behavior, and the investigation of what research shows us about how language is acquired and the study of how language interacts with culture are essential areas of information that individuals seeking to teach world languages must know and understand. Exploring how languages are acquired and the link between culture and communication will help develop a knowledge base appropriate for individuals teaching in today's multicultural world. Emphasis will be on understanding second language acquisition research and the social, cultural, affective, and cognitive factors playing a role in L2 acquisition. The relationship of EDCI 516 to GMU–GSE *program goals* is as follows:

1. *Diversity*. Learn the basic concepts and develop the necessary skills to successfully work with learners of differing linguistic and cultural backgrounds.
2. *Classroom teaching*. Candidates should be able to understand that there are multiple paths to learning and demonstrate skills and competency in teaching students from different linguistic backgrounds and varying learning styles.
3. *Democratic principles*. Candidates should be able to adopt teaching practices, which reflect democratic principles and support creating and sustaining democratic Culturally Linguistically Diverse (CLD) learning environments.
4. *Knowledge base for teaching in diverse and inclusive classrooms*. Candidates will learn the fundamental concepts pertaining to the teaching in CLD classrooms.
5. *Utilization of research*. Candidates will critically evaluate theories of bilingual education and second language acquisition and engage in systematic investigations of the knowledge base to inform their own or others' teaching practices.

6. *Curriculum*. Candidates will develop the skills needed to design, implement, and evaluate programs to enable them to work comfortably with students from different linguistic backgrounds.

EDSE/EDUC 597 Additional Course Objectives:

1. Understand the characteristics of the diverse population of a classroom to include: students of all exceptionalities, including SWDs who access the general education curriculum, English Learners, advanced learners, twice exceptional learners, and dually identified students.
2. Understand, explore, and build capacity through the Responsive Instruction framework to proactively plan to meet the needs of diverse students in heterogeneous classrooms, build collective efficacy to respond to individual learner needs, build relationships, and plan for culturally responsive teaching in order to support student success for all.
3. Understand, apply, and reflect on Best Practices within the Collaborative Team Cycle for teaching and learning in order to meet individual student needs, plan for responsive instruction, and build capacity as an individual and team member to support school and district focus on student learning.
4. Understand and apply Best Practices for ongoing instruction and assessment for SWDs, ELs, advanced learners, and at-risk students, including universal supports for all students, researched based strategies and scaffolds as ways to create content understanding.
5. Identify and apply appropriate instructional strategies and alternative teaching methods that target specific needs of each student for access to general education curriculum through scaffolded instruction. Specific strategies to support the development of academic English as well as pathways to address learning needs will be addressed.
6. Understand and assess the organization and environment of general education classrooms across implementation of collaborative models, including collaborative consultation, co-teaching, and student interventions.
7. Build capacity of learning teams and individual teachers to understand and implement components of the Collaborative Team Cycle within a continuous improvement model for teaching and learning.
8. Understand and apply a growth model mindset based on an understanding of brain research, executive functioning, and metacognition and the impact on student learning.
9. Collect a variety of data on student learning, analyze it, and make specific instructional decisions based on that data taking into consideration the specific needs of each student (Assessment: to include formative, summative, formal, authentic, and performance based).

10. Monitor the progress of students in a timely fashion in order to make specific instructional decisions. Conduct and analyze classroom observations and other field experiences to explore varied teaching philosophies, determine effectiveness of varied approaches, in order to create an individual practitioner philosophy for teaching and learning through personal reflection.

Required Texts:

Sousa, D.A. & Tomlinson, C.A. (2011). *Differentiation and the brain: How neuroscience supports the learner-friendly classroom*. Bloomington, IN: Solution Tree.

Buffum, A., Mattos, M. & Weber, C. (2011). *Simplifying Response to Intervention: Four Essential Guiding Principles*. Bloomington, IN: Solution Tree.

Freeman, D.E. & Freeman, Y.S. (2009). *Academic language for English Language Learners and Struggling Readers*. Portsmouth, NH: Heinemann.

Jensen, E. (2013). *Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement*. Alexandria, VA: ASCD.

Resource Texts:

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

Baker, C. (2011). *Foundations of bilingual education and bilingualism* (5th ed.). Clevedon UK: Multilingual Matters.

Hinkel, E. (2011). *Handbook of research in second language teaching and learning: Volume II*. Routledge Publications.

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

Friend, M., & Cook, L. (2012). *Interactions: Collaboration skills for school professionals* (7th ed.). Boston: Pearson.

Bateman, B. D., & Linden, A. (2012). *Better IEPs: How to develop legally correct and educationally useful programs*. Verona, WI: Attainment.

Highly Recommended:

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

Required Articles and Readings:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*All from Education Leadership:

Linking to Prior Learning (Yu Ren Dong) April 2009

Getting at the Content (Yu Ren Dong) Dec 2004/Jan 2005

Best Practices for Adolescent ELLs (Judith Rance-Roney) April 2009

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

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

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

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

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

FCPS is implementing an instructional improvement focus which incorporates a focus on high level tasks, supportive tools, and academic talk. This course encompasses this instructional focus and will embed academic conversations, critical and creative thinking strategies, rigor and relevance framework, and responsive instruction for all learners.

FCPS 24/7 Learning (Blackboard):

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

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/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.

[See <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/>]

COURSE EXPECTATIONS:

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

Withdraw: If you are unable to meet the participation requirements of the course(s) it is strongly recommended that you drop the course. Courses can be dropped by completing the form found at <http://gse.gmu.edu/assets/docs/SpecialEducation/cohort/2012/DropForm2012.pdf> within 14 days of the start of the course. This form must be submitted to Mason personnel as directed on the form to be a valid request to drop the course. More than 14 days from the start of the course, student withdrawal requests are made to cehdacad@gmu.edu and require documentation of hardship. Withdrawing from the course is not an automatic process. You should also inform the instructor in writing if you wish to drop or withdraw from the course. Failure to notify follow these procedures may result in an "F" on your official George Mason University transcript.

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

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

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

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

COURSE REQUIREMENTS

<i>Assignment (graded on a five point rubric)</i>	Date Due	Weight
Philosophy of Teaching Statement	1/29/2015	2
Case Study: Student Learning Profiles and Instructional Strategies	Part 1: 2/26/2015 Part 2: 4/9/2015	2 4
Classroom Observations: Teaching and Learning across a Range of Exceptionalities	3/26/2015	2
Proactive Planning and Reflection	4/16/2015	3
Responsive Instruction Reflection: Proactively Supporting Learning for All Students	4/30/2015	2
Teaching and Learning Belief Statement	5/7/2015	2
Online Activities	Weekly	4
TOTAL	End of Course	21

GRADING CRITERIA

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

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

Final Grade Scale	
4.0	A+
3.8 – 3.9	A
3.6 – 3.7	A-
3.3 – 3.5	B+
3.0 – 3.2	B
2.6 – 2.9	B -
2.3 – 2.5	C+
2.0 – 2.3	C
1.3 or below	F

* Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

A notation of academic warning is entered on the transcript of a graduate student who receives a grade of C or F in a graduate course or while a grade of IN is in effect.

EVALUATION

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

Rubric measures will be used for individual assignments.

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

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2.6 – 2.9	B -
2.3 – 2.5	C+
2.0 – 2.3	C
1.3 or below	F

* Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

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

Date	Topic(s)	Readings: To be completed by this date	Assignment : Due on this date
Class 1 1/22/15 4:00-8:00 Online Assignments	<p>Student Engagement: Professional Learning Communities/Relationships</p> <ul style="list-style-type: none"> • Meeting the needs of diverse learners through Responsive Instruction (focus on teacher researcher perspective) • Portrait of a Graduate/Collective Responsibility • Deepening the 	N/A	N/A

	<p>Relationships -- Students, Teams, School, Community Connections</p> <ul style="list-style-type: none"> • Factors that promote learning • Teacher efficacy and mindset • Syllabus Review and course requirements 		
<p>Class 2 1/29/2015 4:00-8:00 Online Assignments</p>	<p>Student Engagement: Learning Environment: Mindset & Relationships</p> <ul style="list-style-type: none"> • Understanding brain research and how it can inform learning and teaching • 7 engagement factors (Jensen) • Growth Mindset • Maslow's Hierarchy of Needs • Affective Filter (Second Language Acquisition) 	<p>Sousa & Tomlinson:</p> <ul style="list-style-type: none"> • Ch.1 (The Nonnegotiables of Effective Differentiation) • Ch. 2 (Mindset, Learning Environment, and Differentiation) <p>Jensen: Ch, 1 (The Seven Engagement Factors)</p> <p>Four Factors on Student Engagement- Educational Leadership article</p> <p>We Care, Therefore They Learn (Sparks)</p>	<p>Prior to Class: Watch TED TALK mindset video and TED TALK GRIT video and reflective questions-developing a growth mindset reflection</p> <p>Due: Philosophy of Teaching Statement</p> <p>Online Reflection</p>
<p>Class 3 2/5/2015 4:00-8:00 Online Assignments</p>	<p>Student Engagement: Culturally Proficient Classrooms</p>	<p>The Culturally Responsive Teacher article (Villegas & Lucas) (in blackboard)</p> <p>“Culturally Responsive Instruction” from Rajagopal, K. (2011). <u>Create Success! Unlocking the Potential of Urban Students</u> http://www.ascd.org/publications/books/111022/chapters/Culturally-Responsive-Instruction.aspx</p> <p>Jensen:</p> <ul style="list-style-type: none"> • Ch. 2 (The Rules for Engagement) • Ch. 3 (Engage for Positive Climate) 	<p>Bring your class lists—identify the diverse learners within your class and team</p> <p>Online</p>

		<p>Buffum, Mattos and Weber:</p> <ul style="list-style-type: none"> • Ch. 1 (A New Way of Thinking) • Ch. 2 (Collective Responsibility: Why Are We Here?) 	Reflection
<p>Class 4 2/12/2015 4:00-8:00 Online Assignments</p>	<p>Student Engagement: Characteristics of Disabilities, English Learners, and students in poverty</p> <ul style="list-style-type: none"> • Intro to Second Language Acquisition- BICs & CALP; the role of native language; WIDA • Intro to students with disabilities • Intro to executive functioning & cognitive load 	<p>Freeman & Freeman:</p> <ul style="list-style-type: none"> • Ch. 2 (Distinguishing Between Academic and Conversational Language) • Ch. 3 (Making Sense of the Academic Registers of Schooling) <p>NICHY articles on varied disabilities (On Blackboard)</p> <p>Sousa & Tomlinson: Ch. 7 (Differentiating in Response to Student Learning Profile)</p> <p><i>Executive Functioning Article</i></p>	Online Reflection
<p>Class 5 2/19/2015 4:00-8:00 Online Assignments</p>	<p>Student Engagement: Exceptionalities and Student Profiles</p> <p>Second Language Acquisition</p> <ul style="list-style-type: none"> • Academic Language • Reading and Writing with ELs • WIDA tools <p>Students with Disabilities</p> <ul style="list-style-type: none"> • Characteristics of LD, HFA, etc...) 	<p>Other special education/disabilities readings</p> <p>Freeman & Freeman:</p> <ul style="list-style-type: none"> • Ch. 4 (Coping with Academic Texts and Textbooks) • Ch. 5 (Supporting Academic Writing at the Paragraph and Sentence Levels) 	<p>Bring a copy of a WIDA score report for your EL student (found in student's cumulative file)</p> <p>Bring IEP for SWD student (include classroom accommodations)</p> <p>Online Reflection</p>
<p>Class 6 2/26/2015 4:00-8:00</p>	<p>Student Engagement: Disproportionality and Dually Identified students (EL & SWD, twice exceptional)</p>	<p>Sousa & Tomlinson:</p> <ul style="list-style-type: none"> • Ch. 5 (Differentiating in Response to Student Readiness) • Ch. 6 (Differentiating in Response to Student Interest) 	<p>Online Reflection</p> <p>*Bring Jensen</p>

Online assignments	Addressing and building executive functioning skills: <ul style="list-style-type: none"> Cognitive capacity; motivation and effort; deep understanding; energy and focus 	<i>Disproportionality article</i>	Book to class DUE: Part 1---Case Study: Student Learning Profiles and Instructional Strategies
Class 7 3/5/2015 4:00-8:00 Online Assignments	Student Engagement: <ul style="list-style-type: none"> Critical and Creative Thinking Skills for All Classroom Management Strategies to promote engagement Curriculum Choices: How to identify curriculum that will promote student understanding 	Sousa & Tomlinson: <ul style="list-style-type: none"> Ch. 3 (Curriculum and Differentiation) Ch. 8 (Managing a Differentiated Classroom) Buffum, Mattos, and Weber: <ul style="list-style-type: none"> Ch. 3 (Building Structures for Collaboration) Ch. 4 (Concentrated Instruction: Where Do We Need to Go?) Jenson: Ch. 8 (How to Automate Engagement)	Online Reflection <u>Online Activity:</u> Explore the Best Practices for Teaching and Learning site
Class 8 3/11/2015 4:00-8:00 Online Assignments	Student Engagement Planning for Differentiation, Universal Design and Technology Integration <ul style="list-style-type: none"> Universal design for learning Technology supports for executive functioning Co-teaching best practices and approaches	Freeman & Freeman: Ch. 7 (Teaching Academic Language and Subject-Area Content) Co-Teaching Article UDL-CAST (in class)	Online Reflection IRIS Module (on-line UDL) University of Vanderbilt

<p>Class 9 3/19/2015 4:00-8:00 Online Assignments</p>	<p>Responsive Instruction and Collaborative Team Cycle The Big “D” Finding the BIG ideas ACROSS the Curriculum</p> <ul style="list-style-type: none"> • Unpack standards Backward design with a focus on rigor and creativity for essential UNDERSTANDINGS (not just the “knowing” or “doing” • Creating language and content objectives (academic language), • Integrating critical and creative thinking strategies • Identify resources <p>Create pre/post assessments</p>	<p>Freeman & Freeman: Ch. 6 (Developing Academic Vocabulary and Writing Content and Language Objectives)</p> <p><i>There’s More to See</i> (Pransky) (On Blackboard)</p> <p>Review <i>Bloom’s Flipbook</i></p> <p>CLT RESOURCES</p>	<p>Online Reflection</p>
<p>Class 10 3/26/2015 4:00-8:00 Online Assignments</p>	<p>Student Engagement: Assessments of and for Student Learning</p> <ul style="list-style-type: none"> • Performance Based Assessments • Common Assessments • Assessments that drive instructional and curricular choices • Assessing ELs and SWD using accommodations and modifications 	<p>Buffum, Mattos and Weber: Ch. 5 (Convergent Assessment: Where are We Now?)</p> <p>Sousa & Tomlinson: Ch. 4 (Classroom Assessment and Differentiation)</p> <p>*Tomlinson & McTighe,</p> <ul style="list-style-type: none"> • Ch. 5 (Considering Evidence of Learning in Diverse Classrooms) (In Blackboard) • Ch. 8 (Grading and Reporting Achievement) <p>PBA Articles</p>	<p>Online Reflection</p> <p>*Bring a copy of student grades from one assessment to class, along with a copy of the assessment</p> <p>Due: Classroom Observations: Teaching and</p>

			Learning across a Range of Exceptionalities
4/02/2015	NO FACE-TO-FACE CLASS FCPS SPRING BREAK		
Class 11 4/9/2015 4:00-8:00 Online Assignments	Student Engagement: Purposeful Planning: Team and Individual Processes: Integrating the Big “D” with the little “d” <ul style="list-style-type: none"> Analyze pre-assessment Share instructional strategies through dialogue in CLT Plan for differentiation LEARN Lesson and other planning formats Plan to incorporate higher level tasks (rigor and relevance), supportive tools (critical and creative thinking strategies) Academic conversations. 	<i>How to Start Academic Conversations (Zwiers & Crawford, 2009)</i>	Online Reflection DUE: Part 2--- Case Study of Characteristics and Learning Profiles

<p>Class 12 4/16/2015 4:00-8:00 Online Assignments</p>	<p>Student Engagement: Responsive Instruction and Purposeful Planning for Intervention and Enrichment</p> <ul style="list-style-type: none"> • Effective teaching processes • Progress monitorin • Using data to inform instruction as part of CLT cycle • Planning for Tier 1 differentiation 		<p>Online Reflection</p> <p>DUE: Proactive Planning and Reflection</p>
<p>Class 13 4/23/2015 4:00-8:00 Online Assignments</p>	<p>Student Engagement:</p> <ul style="list-style-type: none"> • Synthesis: Putting the Pieces Together Connectedness – Relationships, Responsive Instruction, Collaborative Team Cycle, Differentiation, and Best Practices (*metaphor and foldable for differentiation) 	<p>Chapter 7 <i>Simplifying Response to Intervention</i></p> <p>Jensen <i>Chapters 8 & 9</i></p>	<p>Online Reflection</p>
<p>Class 14 4/30/2015 4:00-8:00 Online Assignments</p>	<p>Student Engagement: Deepening the Relationships; Students, Teams, School, Community Connections</p> <ul style="list-style-type: none"> • Focus on trust and building relationships • Parent engagement research • FCPS parent resources, and optional parent panel 		<p>Online Reflection</p> <p>DUE: Responsive Instruction Reflection: Proactively Supporting Learning for All Students</p>

Class 15 5/7/2015 4:00- 8:00 Online Assignm ents	Student Engagement Collaborative Conversation: Building Individual to Collective Efficacy <ul style="list-style-type: none"> • Reflective conversation about current state/desired state with teachers, principal and school leaders 		Online Reflection DUE: Teaching and Learning Belief Statement
Class 16 5/14/201 5 4:00- 8:00 Online Assignm ents	Last night of class – closing activity		

Assignment 1: Philosophy of Teaching Statement (Due Date: 1/29/15)

Why do teachers need to articulate their philosophy of teaching? What purpose does a philosophy of teaching statement serve? It has been recognized by many teachers that the process of identifying a personal philosophy of teaching and continuously examining and verifying this philosophy through teaching can lead to change of teaching behaviors and ultimately foster professional and personal growth (Brookfield, 1990).

Purpose/Connection:

Visualize yourself in the classroom and describe your philosophy including how you establish a student-centered learning environment, including building positive student relationships and engaging all students. **Include a description to help people “see” you in the classroom.** Develop a *personal purpose* - which describes a clear picture of why you are doing what you are doing. Secondly, develop a *pedagogical purpose*- this perspective allows you to ask the most important question in teaching- “what effect am I having on students and student learning?”

Format:

There is no required content or set format. There is no right or wrong way to write a philosophy statement. Only you decide how to write your teaching philosophy. ***It is generally 1–2 pages in length.***

Structure:

A philosophy of teaching statement is a personal narrative that will include: (1) your conception of teaching and learning; (2) a description of how you teach. Your philosophy of teaching statement should demonstrate that you have been reflective and purposeful about your teaching; and communicate your goals for student learning and corresponding actions in your classroom. **Use present tense, in most cases.** Writing in first-person is most common and is the easiest for your audience to read.

Philosophy of Teaching Statement	
Components	Comments/ Feedback
<p>1. Your conception of teaching and learning</p> <ul style="list-style-type: none"> a. Describe how you approach teaching and learning b. Demonstrate that you are reflective and purposeful about your teaching c. Develop a <i>personal purpose</i> -which describes a clear picture of why you are doing what you are doing. 	
<p>1. Description of how you teach</p> <ul style="list-style-type: none"> a. Describe how you teach so we can “see” you in the classroom b. Communicate your goals for student learning and corresponding actions in your classroom. c. Develop a <i>pedagogical purpose</i>- this perspective allows you to ask the most important question in teaching- “what effect am I having on students and student learning?” 	
Holistic Rubric Score	<p>4 3 2 1 0</p> <p><i>Weight = 2</i></p>
Other Comments:	

Classroom Observations: Teaching and Learning across a Range of Exceptionalities (DUE: 3/26/15)

Observe a range of exceptionalities in colleagues' classrooms and look for universal design for learning concepts and instructional supports, as well as targeted strategies that support individual students. Include at least 3 observations in diverse classroom settings. Observations should include diverse learners including English learners, Students with Disabilities, advanced or other learners in a self-contained or a general education setting, intervention classes/groups, and/or an advanced academics setting and should focus on the use of universal supports as well as individual student learning. This assignment provides the opportunity to explore the depth of understanding of how second language acquisition, disabilities, and other factors impact student learning and to apply knowledge of universal design for learning to meet the needs of all students.

Purpose/Connection:

This assignment provides a field-based experience for teachers to observe their colleagues and to reflect about the components of a differentiated and flexible core instruction to support the learning of all students across a range of exceptionalities. Teachers will evaluate their own practice and respond to improve instruction.

Explore the following questions:

- How was student learning impacted by the use of universal supports?
- How effectively were the universal supports applied in the classroom?
- In what ways were individual student needs met?
- Was it clear that student profiles were used to inform instruction?

Format:

- Three observation forms (below) which show the observations of three varied learning settings
- Two-three page reflection using APA format

Structure:

- Complete three observations (using form below) in three different settings
- Describe universal design for learning concepts and instructional supports/ instructional strategies within other classrooms
- Compare and contrast personal teaching styles of the three observed teachers and compare to own teaching style/practice
- Describe use of targeted strategies that support small groups or individual students within other classrooms
- Reflect on your own current practice and the impact on student learning
- Reflect on next steps to improve your classroom instruction and differentiation for diverse learners

Classroom Observation Form (must complete **THREE** separate observation forms)

	The students...	The teacher...	Notes (Evidence)
Lesson Planning	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the learning targets <input type="checkbox"/> Use academic language 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides clear learning targets <input type="checkbox"/> Clearly targets student learning needs <input type="checkbox"/> Purposefully incorporates academic language 	
Concepts of Universal Design for Learning	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the THREE broad principles of UDL <input type="checkbox"/> Relate the three principles of UDL to Tier 1 whole group support and differentiation based on student needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates application and reflection on the principles of UDL <input type="checkbox"/> Principle 1: Provide Multiple Means of Representation (the “what of learning”); Principle 2: Provide Multiple Means of Action and Expression (the “how of learning”); Principle 3: Provide Multiple Means of Engagement (the “why of learning”) 	
Universal Supports	<ul style="list-style-type: none"> <input type="checkbox"/> Use high-yield strategies (similarities & differences, summarizing, note taking, nonlinguistic representations, etc.) <input type="checkbox"/> Are appropriately challenged <input type="checkbox"/> Set goals and track progress <input type="checkbox"/> Are engaged <input type="checkbox"/> Ask questions <input type="checkbox"/> Assist peers <input type="checkbox"/> Work cooperatively in an effective manner <input type="checkbox"/> Engage in 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses wait-time effectively <input type="checkbox"/> Uses high-yield strategies <input type="checkbox"/> Activates and/or builds background knowledge <input type="checkbox"/> Checks for understanding <input type="checkbox"/> Asks spiraling questions (including high level analysis and synthesis questions) <input type="checkbox"/> Provides appropriate feedback to students throughout sequence of instruction <input type="checkbox"/> Provides appropriate challenge for students (varies by student) <input type="checkbox"/> Provides engagement structures that provide all students an opportunity to talk 	

	conversations related to content	and process their learning	
Differentiated Instruction	<input type="checkbox"/> Used tiered or differentiated assignments <input type="checkbox"/> Work in flexible groups <input type="checkbox"/> Implement individualized strategies <input type="checkbox"/> Uses multiple learning styles during lesson	<input type="checkbox"/> Provides tiered or differentiated (process, content or product) assignments <input type="checkbox"/> Uses flexible grouping <input type="checkbox"/> Establishes learner-centered environment <input type="checkbox"/> Provides instruction through varied modes (visual, auditory, kinesthetic)	

Classroom Observations and Reflection

Components	Comments/ Feedback
1. Three classroom observations, with completed forms, across a range of student exceptionalities in varied classroom settings (e.g. ESOL, Special Education, Intervention, General Education, Advanced Academics)	
2. Reflection on observations of colleagues <ul style="list-style-type: none"> a. Whole class or universal instructional supports in place by colleague b. Specific targeted strategies to support small groups or individualized strategies to support specific students—including technology 	
3. Reflection on your current practices for differentiating Tier 1 core instruction <ul style="list-style-type: none"> a. Universal instructional supports b. Individualized strategies for groups or individual students c. Use of technology to support instruction and provide access to learning 	
4. A brief reflection on personal next steps to improve your classroom instruction and differentiation for diverse learners	
Holistic Rubric Score	4 3 2 1 0 <i>Weight = 2</i>
Other Comments:	

Case Study of Student Learning Profiles and Instructional Strategies

Part I Due 2/26/15, Part 2 Due 4/9/15

The purpose of this assignment is to identify specific characteristics and learning needs of one student with a disability (SWD), one English Learner (EL), or any other student. This assignment provides an opportunity to thoroughly explore learner characteristics and the needs of three diverse learners in your class(es). Choose **three students**—one English learner, one student with a disability, one other student, and identify student characteristics and learning needs. Please consult your instructors about your student selection.

Purpose/Connection:

In this assignment, teachers will examine qualitative and quantitative student data, including factors that impact student learning, including: second language acquisition, culture, English language development (using WIDA data as well as student speaking and writing samples), classroom performance, classroom observations, demographic information, disability (using IEP and SWD testing data), classroom accommodations, as well as any other applicable data sources, including student work samples.

Teachers then explore and select appropriate teaching strategies tailored to meet the needs of these three students and reflect on the impact of the use of these strategies on the individual students as well as a whole class. In completing this assignment and sharing the strategies with other professionals, teachers will have the opportunity to increase their repertoire of effective teaching strategies to meet the needs of diverse learners.

Format:

This assignment should be typed using APA format and is generally 5 – 10 pages in length.

Structure: This paper has three parts, but should build into one cohesive case study of three students.

Part I:

The following components need to be included for a student with a disability:

- Identify student name (pseudonym), disability area, characteristics of disability based on information from student file/individualized education program (IEP).
- Examine student learning goals, accommodations and modifications that are currently in use with this student.
- Review and analyze work samples to address student performance to identify and address learning needs.
- Observe student in a class setting and identify student needs to access curriculum and make progress in course content.

The following components need to be included for an English Learner (EL):

- Identify student name (pseudonym), English language proficiency (ELP) in four domains (reading, writing, listening, and speaking) based on information from the student file and WIDA ACCESS score report
- Identify general characteristics of cultural/educational background including academic experiences, length of time in US schools and background knowledge
 - Be sure to provide an accurate description of your language learner based on several observations. Include basic information such as age, country of origin, primary language, language proficiency, educational background, and linguistic, cognitive, and sociocultural variables that influence the child's learning. (*TESOL Standard 2*)
- Apply second language acquisition theory to the student's second language development including home language literacy, BICs & CALP and apply second language acquisition theory.

- Identify specific error patterns, hesitations, and transfer errors. Identify the level of proficiency of the learner using scoring rubrics referenced in class. Did the child complete any self-corrections? What evidence can you provide for your analysis? (TESOL Standard 1a, 1b)
- Identify the grammatical error patterns. Are these predictable? Does the child apply grammar rules from L1 to L2 writing? What evidence can you provide for your analysis? (TESOL Standard 1a, 1b)
- Review and analyze work samples to address student performance to identify and address learning needs – for English Learners work samples include both oral (transcribed) and written samples.
- Report observations of student in the class setting as related to language development and cultural background.

The following components need to be included for a student of your choice:

- Identify student name (pseudonym), characteristics of the students.
- Examine student’s current learning including course placement.
- Review and analyze work samples to address student performance to identify and address learning needs.
- Observe student in a class setting and identify student needs to access and make progress in course content.

Part II

The following components need to be included for a student with a disability:

- Recommend at least two specific instructional supports to promote student progress and access to curriculum.
- Explain the rationale and the “instructional match” with student learning needs.

The following components need to be included for an English Learner (EL):

- Recommend at least two specific instructional strategies to promote student progress and access to curriculum, and explain the rationale and the “instructional match” with student learning needs.
- What variety of activities, tasks, and assignments that develop authentic use of language and integrate listening, speaking, writing, and reading could be included in instruction?
- In what ways was it necessary to adapt materials and activities to support ELLs? Explain how classroom materials could be age appropriate, culturally responsive, and linguistically accessible to support ELLs?
- Explain the rationale and the “instructional match” with student learning needs.

The following components need to be included for a student of your choice:

- Recommend at least two specific instructional supports to promote student progress and access to curriculum.
- Explain the rationale and the “instructional match” with student learning needs.

Synthesis Component

Extrapolate from the case study of the three students and briefly describe how the teaching strategies described in the assignment enhance the learning in the classroom as a whole.

- Describe how the teaching supports that you suggested for individual students promote the learning for all students in the classroom
- Synthesize your thinking about how you as a teacher use data to inform your instruction and support all students.
- Make connections with the factors that promote learning and the instruction you are recommending for these students.

Case Study of Characteristics and Learning Profiles

Part I

Components	Comments/ Feedback
<p>Student with Disabilities</p> <ul style="list-style-type: none"> a. Identify student name (pseudonym), disability area, characteristics of disability based on information from student file/individualized education program (IEP). b. Examine student learning goals, accommodations and modifications that are currently in use with this student. c. Review and analyze work samples to address student performance to identify and address learning needs. d. Observe student in a class setting and identify student needs to access and make progress in course content. 	
<p>English Learner:</p> <ul style="list-style-type: none"> a. Identify student name (pseudonym), English language proficiency (ELP) in four domains (reading, writing, listening, and speaking) based on information from the student file and WIDA ACCESS score report b. Identify general characteristics of cultural/educational background including academic experiences, length of time in US schools and background knowledge c. Apply second language acquisition theory to the student’s second language development including home language literacy, BICs & CALP and apply second language acquisition theory. d. Review and analyze work samples to address student performance to identify and address learning needs – for English Learners work samples include both oral (transcribed) and written samples. e. Report observations of student in the class setting as related to language development and cultural background. 	
<p>Student of your choice:</p> <ul style="list-style-type: none"> a. Identify student name (pseudonym), characteristics of the students b. Examine student’s current learning including course placement. c. Review and analyze work samples to address student performance to identify and address learning needs. d. Observe student in a class setting and identify student needs to access and make progress in course content. 	
Holistic Rubric Score	<p>4 3 2 1 0</p> <p><i>Weight = 2</i></p>
Other Comments:	

Case Study of Characteristics and Learning Profiles

Part II

Components	Comments/ Feedback
<p>Student with Disabilities</p> <ul style="list-style-type: none"> a. Recommend at least two specific instructional supports to promote student progress and access to curriculum. b. Explain the rationale and the “instructional match” with student learning needs. 	
<p>English Learner</p> <ul style="list-style-type: none"> a. Recommend at least two specific instructional supports to promote student progress and access to curriculum. b. Explain the rationale and the “instructional match” with student learning needs. 	
<p>Student of your choice:</p> <ul style="list-style-type: none"> a. Recommend at least two specific instructional supports to promote student progress and access to curriculum. b. Explain the rationale and the “instructional match” with student learning needs. 	
<p>Synthesis of Case Study</p> <ul style="list-style-type: none"> a. Describe how the teaching supports that you suggested for individual students promote the learning for all students in the classroom b. Synthesize your thinking about how you as a teacher use data to inform your instruction and support all students. c. Make connections with the factors that promote learning and the instruction you are recommending for these students. 	
Holistic Rubric Score	<p>4 3 2 1 0</p> <p><i>Weight =4</i></p>
Other Comments:	

Proactive Planning and Reflection (DUE: 4/16/15)

Lesson Planning and Reflection requires the candidates to introduce his or her learners in the classroom that includes both a detailed description of exceptionalities including language and disabilities in the classroom and how teachers design the learning experience to meet those needs. Then, within the context of the work of the CLT, design one fully developed lesson plan to include universal supports and differentiated instruction to meet the needs of all learners. The lesson plan is then implemented in the classroom. After that the teacher provides a detailed self-reflection about the process, highlighting ways to improve planning and teaching based on this experience.

Purpose/Connection:

The purpose of this assignment is for teachers to intentionally plan and teach a lesson that meets the diverse learners in a classroom. This assignment provides an opportunity for teachers to demonstrate how they utilize the CLT process to plan for universal supports and scaffold instruction to meet the needs of all learners. In preparation for this assignment, engage in the CLT planning process to prepare for this lesson- including unpacking standards, formative assessment, the use of pacing guides and other planning tools. Next, develop a lesson plan that builds on the foundation of the CLT work, and uses universal design for learning to plan for specific lesson that employs universal supports as well as other strategies to meet the needs of individual students.

Format:

This assignment should be typed using APA format and is generally 2 – 5 pages in length, and includes a lesson plan and instructional materials.

Structure:

Describe your planning process to prepare for this lesson- including the CLT process (unpacking standards, formative assessment, the use of pacing guides and other planning tools). Include a brief description of the foundational work of your CLT, and your planning process. Evaluate the effectiveness of the collaborative CLT process and make recommendations for improvement.

- Describe the learners in your classroom, including specific learning needs. Consider the following questions:
 - What are some of the unique characteristics and challenges of your classroom and how do they effect instruction on a day-to-day basis?
 - What universal supports and scaffolds will you put in place in this lesson to ensure student learning? How will you differentiate for groups or individual students?
- Create a lesson plan with materials- show evidence which incorporates academic language objectives into instruction and whole class supports that demonstrate thinking around universal design for learning. In addition, plan for differentiation incorporating flexible grouping and specify the role of the co-teacher, if applicable.
- Write a one or two-page reflection after teaching the lesson. Consider the following questions:
 - What approaches and strategies were most successful with your students?
 - How did your intentional planning for student needs through differentiation impact student learning during this lesson?
 - What will you try next?

Proactive Planning and Reflection

Components	Comments/ Feedback
<p>1. DESCRIPTION</p> <p>a. Describe your planning process to prepare for this lesson- including the CLT process (unpacking standards, formative assessment, the use of pacing guides and other planning tools). Include a brief description of the foundational work of your CLT, and your planning process. Evaluate the effectiveness of the collaborative CLT process and make recommendations for improvement.</p> <p>b. Describe the learners in your classroom, including specific learning needs. Consider the following questions:</p> <ul style="list-style-type: none"> • What are some of the unique characteristics and challenges of your classroom and how do they effect instruction on a day-to-day basis? • What universal supports and scaffolds will you put in place in this lesson to ensure student learning? 	
<p>2. Lesson Plan:</p> <p>a. Incorporate academic language objectives into instruction</p> <p>b. Include whole class universal supports as well as differentiation for groups or individual students. If co-teaching, include specific co-teaching approaches and flexible grouping to meet student learning needs</p> <p>c. Include handouts and materials to demonstrate differentiation and scaffolding</p>	
<p>3. REFLECTION</p> <p>Describe the effectiveness of your lesson— aspects of the lesson that met students’ needs and those aspects that you might do differently next time</p>	
Holistic Rubric Score	<p>4 3 2 1 0</p> <p><i>Weight = 3</i></p>
Other Comments:	

Responsive Instruction Reflection: Proactively Supporting Learning for All Students (DUE: 4/30/15)

Throughout the course, collect and organize information associated with Professional Learning Communities (PLC) and Collaborative Learning Teams (CLTs) has been placed within a multi-tiered system of support—Responsive Instruction. The purpose of this assignment is for school staff, as members of a Professional Learning Community (PLC), to actively & thoughtfully engage in Collaborative Learning Teams (CLT) around a commitment to continuous improvement including Tier 1 instruction and differentiation.

This assignment provides the opportunity to showcase the work of the teacher and CLT by showing how its members plan for instruction, collect data about current student learning, develop teaching strategies based on that data that address student strengths and weaknesses, analyze the effectiveness of strategies that are implemented in their classrooms, and make changes based on that analysis in order to implement Tier 1 core instruction to meet the needs to all learners.

Purpose/Connection:

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

Format:

This assignment should be typed using APA format.

Structure:

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

- How does the CLT process support quality core instruction? How does your team plan for instruction and use data to inform instruction? How are you and your team responsive to student needs in a responsive instruction model?
- What are three most important changes you have seen in your own practice when it comes to differentiating instruction for SWDs, ELs, and other diverse learners?
- What are your goals for growth as a teacher? In what way can your CLT process be improved?
- What are ways to improve your school as a whole? What are possible pathways forward for your school community?

Responsive Instruction Reflection

Components	Comments/ Feedback
A. Describe how the CLT process supports quality core instruction including planning, data analysis, using data to inform instruction and creating a responsive classroom.	
B. Describe the three most important changes you have seen in your own practice when it comes to differentiating instruction for SWDs, ELs, and other diverse learners.	
C. Describe your goals for growth as a teacher and as a member of a CLT. Describe how your CLT process might be improved.	
D. Describe ways to improve or augment success for the school as a whole. What are possible pathways forward for your school community?	
Holistic Rubric Score	4 3 2 1 0 <i>Weight = 2</i>
Comments:	

Teaching and Learning Belief Statement (Due Date: 5/7/15)

Create a belief statement that incorporates your personal purpose and pedagogical purpose into a core belief statement around universal design for learning (UdL) and a core list of strategies and scaffolds. Create a justification of why you teach the way that you do. By writing about *your* experiences and *your* beliefs, you “own” those statements and establish a personal mindset for student learning.

Format

This assignment should be created as a presentation (Possible formats include: poster, Prezi, PowerPoint or other presentation medium).

Structure:

A belief state that will include: (1) your core beliefs about universal design for learning; (2) your personal and pedagogical purposes in how you teach. In addition, create and describe your core list of approaches, strategies, and scaffolds for reaching all students, including how you meet the needs of English learners, students with disabilities, advanced academics and other learners in your classes.

Teaching and Learning Belief Statement

Components	Comments/ Feedback
<p>2. Belief Statement</p> <ul style="list-style-type: none"> a. Describe your universal design for learning beliefs b. Synthesize your personal and pedagogical purposes in how you teach into a belief statement. 	
<p>3. Core Strategies and Scaffolds</p> <ul style="list-style-type: none"> a. Create and describe your core list of approaches, strategies, and scaffolds for reaching <u>all</u> students b. Describe how you meet the needs of English learners, students with disabilities, advanced academics and other learners in your classes. 	
<p>Holistic Rubric Score</p>	<p>4 3 2 1 0</p> <p><i>Weight = 2</i></p>
<p>Other Comments:</p>	