



MTI 665-ED 501: Teaching Strategies for CLD Learners

DISTANCE COURSE FOR COLORADO STATE UNIVERSITY-PUEBLO

MTI Contact Information:	
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Instructor:	Mike Kavaliunas
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Instructor Background:	Michael Kavaliunas is the ELL Building Supervisor at a suburban Chicago school district where he has been an employee since 2009. As a faculty member in the district, he has served as a classroom teacher, districtwide ESL teacher, PLC lead facilitator, and a curriculum and assessment writer. Mr. Kavaliunas received a bachelors in Secondary Education and a masters in arts of teaching, with an ESL endorsement from the American College of Education. Mr. Kavaliunas has utilized the best EL instructional practices and provides guidance for teachers who lack experience in teaching ELL learners. Mr. Kavaliunas has utilized school conferences, learning sessions, and classroom support in implementing the proper instructional strategies for ELL students and models of instruction.

Course Information	
Course Format (distance learning, online, webinar, experiential onsite courses,etc):	Asynchronous-Self-paced Once you have registered for this course, you can immediately begin working. This is the syllabus for the course, and all materials needed can be found at the bottom of this syllabus under "Course Materials" or via your own research on the topic. Approximately 112.5 hours of instructional time is devoted to this course. Please see rubrics below for assessment and grading criteria. MTI Instructor will evaluate, grade, and process your final work within 7-10

	business days of receiving it. Grades will be posted within 14 days and a grade report via email will be sent to the student. ALL questions, customer service, grades and transcript questions are to be directed to MTI, NOT COLORADO STATE- PUEBLO for this course. All courses allow you to work at your own pace as your schedule permits. All coursework is due within one year of the registration date. If you need more time due to unforeseen circumstances, YOU MUST contact MTI at the address provided above to request an extension. OTHERWISE-your grade will rollover to an F.
Formatting Requirements	All assignments should be included in the same document. Please do not submit separate documents for each portion of the course. The first page of your submission should include the following information: • Name • Home address • Email address • School district name, address • Date of submission All following assignments must be submitted in the same order as they appear on the syllabus. Please name your document with your course number and full name (ex. 500JohnSmith). You may submit a Microsoft Word document or a Google document (if using Google, please make sure to allow the grader to comment on the assignments). Any missing assignment will be treated as a zero. Once you have completed all of your assignments, please submit them to ellgrades@midwestteachersinstitute.org to be graded by your instructor.
Prerequisites and Credit Limits	All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development. All courses are for 3 graduate semester hours (credits).
Course Materials	Resources provided for this course can be found towards the bottom of this document in the section labeled Course Materials.
Learning Outcomes/Competencies: At the completion of this course, the learner will be able to: • Understand the foundational principles and theories of effective ESL instruction and the processes used to identify, screen, place, and monitor English learners. InTASC 1,2,7 • Analyze and evaluate a variety of teaching techniques and approaches, including task-based learning, communicative language teaching, content-based instruction,	

sheltered instruction, and culturally responsive teaching, and select the most appropriate approaches for different CLD learners and learning situations. InTASC 1,3,8 • Demonstrate an understanding of how to differentiate instruction for students at different levels of English proficiency to address the linguistic, academic, and cultural needs of English learners, including those with special needs. InTASC 1,2,7 • Understand how to effectively integrate technology into ESL instruction and evaluate the potential benefits and drawbacks of technology in the classroom. InTASC 4 • Develop effective lesson plans and select, adapt, and implement appropriate methods and materials for CLD students that align with research-based teaching strategies and meet the needs of students at various levels of English proficiency. InTASC 6,7 • Explain major legal and policy requirements governing the identification, instruction, assessment, educational access, and family engagement of English learners. InTASC 9,10
Course Description: This course examines research-based teaching strategies, methods, and materials for culturally and linguistically diverse (CLD) students. Students explore culturally responsive teaching, sheltered instruction, and instructional approaches that promote both English language development and access to grade-level academic content. Emphasis is placed on selecting, adapting, and implementing appropriate methods and materials that address varying levels of language proficiency, cultural and linguistic backgrounds, and academic needs of CLD learners.
Learning Strategies: Professional literature analysis, personal reflection, project-based learning.
Experiential Learning Opportunities: Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.

Assessments		Approximate contact hours for each assessment
Resources and reflection time.		20 hour
Resource questions-(Ten questions at 9 points each)	90 points	10 hours
Studying (time to reread and take notes)		10.5 hours
Applications- 2 @ 45 points each	90 points	12 hours
Journaling of field experience in the classroom implementing concepts from the course with students and fellow teachers.	60 points	28 hours
Action research project	100 points	14 hours
Research on ELL students		8 hours
Final evaluation essay	100 points	10 hours

Total points possible	440 points	112.5 hours
Grading Scale: A (90-100%); B (80-89%) <i>*Anything below a B will not receive graduate credit and receive a failing grade of F.</i> If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.		

Resource Question Rubric- 10 questions @ 9 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1 pt)
<i>Supporting Evidence in Practice</i> ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<i>Grammar and Spelling</i> ____/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Application Rubric- 2 applications @ 45 points each				
Category	Superior (15-14 pts)	Sufficient (13-12 pts)	Minimal (11-10 pts)	Below Standard (9 to 0)
<i>Supporting Evidence in Practice</i> ____/15	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
<i>Accuracy</i> ____/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
<i>Grammar and Spelling</i> ____/15	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.

Journal Rubric- 10 journal entries @ 6 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1 pt)
<i>Supporting</i>	Response shows strong	Response shows evidence of	Response shows some

Evidence in Practice ____/3	evidence of ideas and insights from this course and how they are applied to the classroom.	ideas and insights from this course and how they are applied to the classroom.	evidence of ideas and insights from this course and how they are applied to the classroom.
Grammar and Spelling ____/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Action Research Rubric- 100 points				
Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14 pts)	Below Standard (13 to 0)
Review of Literature ____/20	Outstanding inclusion of major theories and/or research studies.	Inclusion of major theories and/or research studies.	Limited inclusion of major theories and/or research studies.	No inclusion of major theories and/or research studies.
Appropriate and Accurate Results/Findings are Described ____/20	Results/Findings appropriately and accurately described in extensive detail in relation to the research questions.	Results/Findings appropriately and accurately described in relation to the research questions.	Results/Findings either not appropriately or not accurately described.	Results/Findings not described.
Grammar and Spelling ____/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Methods and Procedures ____/20	Complete and thorough description of data analysis methods.	Complete description of data analysis methods.	Incomplete and/or unclear description of data analysis methods.	No description of data analysis methods.
Conclusions ____/20	Insightful conclusions supported by the data and clearly linked to review of literature.	Accurate conclusions supported by the data and clearly linked to review of literature.	Limited or unsupported conclusions.	No conclusions.

Evaluation Rubric- 100 points				
Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14 pts)	Below Standard (13 to 0)
Supporting Evidence in Practice ____/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.

Accuracy ____/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ____/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Sequencing ____/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
Reflection ____/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

Course Assignments

Resource Questions: Read, view, and Reflect (90 points)

Each question is designed to get you thinking about the concepts explored in the resources. As you engage with the resources, use the questions to help you reflect and determine how the information can be related to your current work. You may also include some of your own research for any of your answers. Each response is expected to be one paragraph or more. *(Note: some resources may provide information that impacts other resource groups as well. These are simply suggestions to help with resource questions).*

1. Why are strong relationships, consistent routines, and a safe and welcoming classroom environment especially important for English learners, and how can educators establish these conditions to support language development and academic success? **Resource group 1.**
2. What factors should educators consider when identifying the academic, linguistic, and social needs of English learners, and how can screening and knowledge of individual students guide appropriate instructional support and program placement? **Resource group 1.**
3. How can educators design daily lessons that address both academic content and English language development while meeting the differing needs of beginning and intermediate English learners? **Resource group 2.**
4. In what ways can purposeful routines, scaffolding, informal assessment, and opportunities for meaningful language use help educators adjust instruction and promote the continued academic and language development of English learners? **Resource group**

- 2.
5. What instructional strategies can teachers use to help multilingual learners successfully access grade-level content in subjects such as math, science, and social studies while continuing to develop their English language skills? **Resource group 3.**
 6. In what ways can collaboration between classroom teachers and English language specialists improve the use of scaffolding, sheltered instruction, and content and language objectives for multilingual learners? **Resource group 3.**
 7. Why are student motivation, engagement, and effective classroom management important when teaching multilingual learners, and what strategies can educators use to create an active and supportive language-learning environment? **Resource group 4.**
 8. In what ways can meaningful feedback, appropriate assessment, and strong family engagement work together to support the academic achievement and continued language development of multilingual learners? **Resource group 4.**
 9. How can culturally responsive teaching, differentiation, and inclusive instructional practices help educators meet the diverse academic, linguistic, cultural, and social-emotional needs of multilingual learners? **Resource group 5.**
 10. What responsibilities do educators have to ensure multilingual learners receive equitable access to instruction and appropriate support, and how can collaboration among teachers and specialists help schools meet both student needs and legal requirements? **Resource group 5.**

Application #1- (45 points)

Resource group 1 discusses building relationships. Combine some of the activities listed and incorporate it with the curriculum concepts discussed this week. How can you build lessons in the ELL classroom that fit within your curriculum (or focus on daily instruction)? 2-3 pages (APA)

**Consider including learner English proficiency levels, strategies for building relationships with students and families, differentiation, how the environment supports language development and academic learning, etc.*

Application #2- (45 points)

The resources in group 3 list a number of useful instructional strategies that can be used by content area teachers to help their ELL (and other students). Choose two of them and discuss how you would implement them into your class. 2-3 pages (APA)

Journal entries

Journals are designed to demonstrate that students are reflecting on and implementing concepts and strategies in their own education settings. Journal entries are to be roughly 2-3 paragraphs each. Students are expected to complete 10 entries over the course of the class. You may use the same type of journal entry more than once. Make sure to include some examples of what you have actually done to support your thoughts whenever appropriate. Some examples of acceptable journal topics include:

- How has what you learned about a strategy/topic changed the way you think?
- What were the results of trying something new that you learned in class, and how could you improve it next time?

- Reflections on conversations you had with students, colleagues or administrators about what you have learned.
- Research you've discovered on a topic and how it complements or contradicts what the author says.
- These are a few examples, but any journal entry along these lines is acceptable. Remember that you can use the same journal topic more than once to examine different concepts or strategies, or even to examine different impacts on multiple types of classes.

Research Assignment- (100 points)

- In your resources they discuss the key elements of a curriculum for beginning ELLs. Research at least two articles or online journals, and choose whether to compare or contrast those elements from the resources and the researched information you find. Write a 2-3 page paper, APA format.

Final Evaluation Assignment (100 points)

Reflect on your class, resources, discussion questions, and your knowledge of ESL/ELL learners and answer this question.

How can ESL/ELL teachers effectively support the academic and social-emotional needs of culturally and linguistically diverse students in today's increasingly diverse classrooms, and what strategies can they use to promote equitable and inclusive learning environments that honor students' identities and foster their success? Also consider any legal and professional responsibilities that are relevant. Write 3-5 pages, APA format.

Course Resources

The following is a list of resources that can help you complete this course. You may need to do some extra research on your own to complete all assignments for this course. Some content in the categories is general for the topic, some is specific for that category.

Resource Group 1: Foundations, Environment, Relationships, Routines

[What You Need to Know About ELLs: FAQs](#)

[Teaching English Language Learners](#)

[Essential Actions: 15 Research-based Practices to Increase ELL Student Achievement](#)

[6 Essential Strategies for Teaching English Language Learners](#)

[Resource Guide for Working With ESL Students](#)

[5 Ways to Build Rapport With Students!](#)

[Building Rapport With Your Students](#)

[Practicing Routines: Building a Positive Classroom Environment](#)

[How to Create a Welcoming Classroom Environment](#)
[5 Tips for Creating a Safe Learning Environment](#)
[A Classroom Culture Built on Trust](#)
[Identifying Needs for ELL Program Placement](#)
[Best Practices for ELLs: Screening](#)

Resource Group 2: Curriculum, Daily Instruction (Beg/Int ELLs), Planning

[Designing Effective TESOL Curriculum: Best Practices](#)
[How to Develop a Lesson Plan that Includes ELLs](#)
[Beginning of the Class Routines every ESL Teacher Should Use](#)
[Daily Routines - Grade 3-4 ESL Lesson Walkthrough](#)
[ESL Plan 101: How to Make an ESL Lesson Plan for ESL Learners](#)
[P. L. A. N. Method- A simple way to lesson plan with English Language Learners in mind!](#)
[Using Informal Assessments for English Language Learners](#)
[7 Reflection Tips for Assessment, Empowerment, and Self-Awareness](#)
[Scaffolding Literacy Instruction for English Language Learners](#)
[Successful Field Trips with English Language Learners](#)
[The Power of Field Trips and ELLs](#)
[Strategies for Effective Lesson Planning](#)
[Guidance for Planning a Long-term ELL Strategic Academic and Literacy Support Model that Builds College and Career Readiness](#)
[Oral Language Development and ELLs: 5 Challenges and Solutions](#)
[ELP Standards](#)
[ELD Standards Framework](#)

Resource Group 3: Mainstream Integration, Content Area Strategies

[Enhancing Collaboration Between Classroom Teachers and ELL Specialists](#)
[We Go Together: Collaboration Strategies for Multilingual Learners](#)
[10 Strategies That Support English Language Learners Across All Subjects](#)
[Supporting English Language Learners: Resources for Educators and Administrators](#)
[3 Strategies to Support English Language Learners in Social Studies](#)
[Using ELL Strategies in the Science Classroom](#)
[Math Instruction for English Language Learners](#)
[Scaffolding for the English Language Learners](#)
[Lesson planning for ESL/ELL: how to write content and language objectives](#)
[How to Increase Student Engagement of English Learners](#)
[Using Sheltered Instructions to Support English Learners](#)
[Planning Integrated Content and Language Instruction for Multilingual Learners](#)
[Using SIOP with English Learners](#)

Resource Group 4: Games, Motivation, Assessment, Family Engagement

[5 AI tools that can change the way to teach languages](#)
[How to use gamification in language learning](#)
[22 Fun ESL/ELL Warm Up Activities and Games](#)
[Using Incremental Progress to Foster Students' Intrinsic Motivation](#)
[How to Motivate Students: 12 Classroom Tips & Examples](#)
[Mastering the Multilevel Classroom](#)
[Effective Solutions: Student Behavior in Today's Classrooms](#)
[Top 10 Essential Classroom Management Strategies For ESL Teachers](#)
[Out of control English class: ESL Classroom Management Tips and Tricks](#)
[Effective and Appropriate Feedback for English Learners](#)
[Effective Assessment Methods for EFL/ESL Teachers](#)
[The Impact of Parental Involvement in Academic Performance](#)
[Empowering Parental Engagement: 10 Strategies to Build Stronger School-Home Partnerships](#)

Resource Group 5: Cultural Responsiveness, Special Populations, SEL

[Differentiated Instruction for English Language Learners](#)
[Build Better Lessons for Every Learner with Universal Design for Learning](#)
[Culturally Responsive-Sustaining Education Framework](#)
[Culturally Responsive Instruction](#)
[Redesigning the Future of Schooling through Personalized Learning](#)
[Nine Powerful Ways to Promote Inclusion in the Classroom](#)
[Smart Strategies for Differentiated Teaching Success](#)
[How classroom teachers, ESL specialists, and reading specialists can collaborate to teach reading](#)
[Making the Most Out of Teacher Collaboration](#)
[Supporting Secondary Content-Area Teachers With ESL Strategies](#)
[What Legal Obligations Do Schools Have to English Language Learners?](#)
[What are the Legal Requirements Related to ELL Education?](#)

End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#). We appreciate your help and your commitment to the profession.

CSU-Pueblo's Policies

Accommodations: Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

Academic Dishonesty: Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the CSU-Pueblo Student Code of Conduct Policies and Procedures Manual. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Dean of Student Services and Enrollment Management who may initiate additional disciplinary action. A student may appeal a grade through the Academic Appeals Board. The Dean of Student Services and Enrollment Management's decision may be appealed through the process outlined in the Student Code of Conduct Policies and Procedures Manual.

Mandatory Reporting: Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website (www.csupueblo.edu/institutional-equity).

The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

STUDENT LEARNING OUTCOMES (SLOs):

This course addresses the following student learning outcomes to the degree shown in the table.

Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3

9. Demonstrate responsibility for school reform and leadership in school change.	1
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