



MTI 667-ED 501: Cross-Cultural Studies for Teaching Limited English Proficient Students

DISTANCE COURSE FOR COLORADO STATE UNIVERSITY-PUEBLO

MTI Contact Information:	
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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):	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 <u>one year</u> 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: • Analyze and evaluate the theoretical foundations of linguistic diversity, identity, and cross-cultural studies in the context of teaching limited English proficient students. InTASC 1,2,8	

- Explore the impact of cultural differences, socioeconomic diversity, and cultural bias on language acquisition and examine strategies for overcoming cultural barriers in language learning. InTASC 1,2,9
- Evaluate and critique the effectiveness of current approaches to teaching limited English proficient students from diverse cultural backgrounds. InTASC 7,8
- Examine cross-cultural norms, values, attitudes, identities, and communication styles and their influence on teaching, learning, and relationships with students and families. InTASC 2,9,10
- Identify and assess culturally relevant instructional materials and techniques to enhance language acquisition, intercultural competence, family/community engagement, and academic success for limited English proficient students. InTASC 2,8,10

Course Description: This course focuses on the study of cross-cultural communication as it relates to teaching limited English proficient (LEP) students. The course explores the theoretical foundations of cross-cultural communication, cultural and linguistic identity, intercultural competence, cultural bias, socioeconomic diversity, and how to apply these principles in the context of teaching English as a second language (ESL).

By the end of the course, students will have developed a set of practical skills and knowledge that will enable them to effectively communicate with and teach LEP students in a culturally sensitive and inclusive manner. Students will have a greater understanding of the role of culture in language learning and be equipped to promote intercultural understanding in their classrooms. Emphasis is placed on developing culturally responsive and inclusive learning environments, selecting culturally relevant instructional materials, strengthening intercultural communication, and building productive partnerships among schools, families, and communities.

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)
Supporting Evidence in Practice ____/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.
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	Response shows strong evidence of ideas and insights	Response shows evidence of ideas and insights from this	Response shows some evidence of ideas and insights from this	Response shows little evidence of ideas and insights from this

___/20	from this course and how they are applied to the classroom.	course and how they are applied to the classroom.	course and how they are applied to the classroom.	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. How do cultural values and beliefs influence the ways individuals communicate, learn, and interact in educational settings, and why is understanding these differences important when teaching culturally and linguistically diverse students? **Resource group 1.**
2. In what ways are language, culture, and identity connected, and how can differences in communication styles and cultural contexts influence interactions between educators, students, and families? **Resource group 1.**
3. Why might culture shock and acculturation affect a multilingual learner's adjustment, participation, and academic performance, and what can educators do to help students successfully adapt to a new school environment? **Resource group 2.**
4. In what ways can culturally responsive teaching, awareness of implicit bias, and

intercultural sensitivity help educators create more inclusive learning environments for culturally and linguistically diverse students? **Resource group 2.**

5. How can differences in verbal and nonverbal communication styles across cultures influence interactions in the classroom, and what can educators do to prevent misunderstandings with culturally and linguistically diverse students? **Resource group 3.**
6. What strategies can educators use to strengthen cross-cultural communication and create classroom interactions that respect differences in cultural expectations, personal space, communication styles, and social norms? **Resource group 3.**
7. How can students' cultural values, experiences, and socioeconomic backgrounds influence their classroom behavior and approaches to learning, and why should educators consider these factors when planning instruction? **Resource group 4.**
8. In what ways can educators incorporate culturally relevant content and culturally responsive teaching practices into their lessons while maintaining rigorous academic and language-learning expectations? **Resource group 4.**
9. Why is intercultural competence important for educators working with culturally and linguistically diverse students, and what strategies can teachers use to strengthen their ability to understand and respond effectively to cultural differences? **Resource group 5.**
10. In what ways can educators apply intercultural competence to strengthen classroom relationships, address cultural barriers, and build more meaningful partnerships with multilingual students and their families? **Resource group 5.**

Application #1- (45 points)

Identify a situation where cultural differences are present in your own classroom. Develop a lesson plan that incorporates cultural awareness and sensitivity, using the strategies discussed in the resources. Your lesson plan should include:

- A clear learning objective that incorporates both language and cultural content
- Instructional material that is culturally relevant and authentic
- An activity that promotes cross-cultural communication and understanding
- An assessment that measures both language and cultural learning

Application #2- (45 points)

Identify an intercultural communication scenario that you have encountered in your life (classroom, business, travel, etc). Analyze the cultural norms, values, and attitudes that influenced the communication in that scenario. Consider how your own cultural background may have influenced that scenario. Apply the concept of intercultural communicative competence (ICC) to the scenario. Using the strategies from the resources and your own research, develop a plan to improve your ICC in future similar situations.

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)

Choose a language that is different from your native language and culture, and identify a specific aspect of its culture that you find interesting. Conduct research on the cultural aspect you identified. Write a **2-3 page paper** that includes:

- A brief introduction of the language and cultural aspect you are researching
- An overview of the cultural background and context of the cultural aspect (including any historical or societal factors that influenced it)
- The challenges and benefits of understanding the cultural aspect for language learning
- How the strategies for promoting culture learning discussed in the resources could be applied to learning about the cultural aspect you have chosen
- A conclusion that summarizes your findings and discusses the significance of understanding the cultural aspect for language learning.

Final Evaluation Assignment (100 points)

Write an evaluative essay on cross-cultural studies for ELL/ESL students. Include at least 3 of the following elements:

- An introduction that provides an overview of the resources and their relevance to language education
- A critical analysis of the resource's strengths and weaknesses in terms of their organization, readability, and overall presentation
- An evaluation of the strategies and activities suggested in the resources for promoting intercultural competence
- A comparison of the strategies and activities suggested in the resources with best practices for promoting intercultural competence
- A summary of your evaluation that also provides recommendations for language teachers who are interested in promoting intercultural competence in their classrooms

2-3 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 of Culture and Language

[How Culture Influences Educational Practices](#)

[The 6-D model of national culture](#)

[Implications of Culture on Language](#)

[High-Context and Low-Context Cultures](#)

[High-Context and Low-Context Cultures](#)

[Communication Styles](#)

[The WEIRD Science of Culture, Values, and Behavior](#)

[How Language Shapes Cultural Identity: Rooted in Words and Heritage](#)

Resource Group 2: Culture Shock and Adaptation

[What is Culture Shock? \(Easy Explanation\)](#)

[Creating Shared Expectations in the Classroom](#)

[Culture Shock Stages: Everything You Need to Know](#)

[How Culturally Responsive Practices Help Students Connect to School](#)

[The Importance of Diversity & Multicultural Awareness in Education](#)

[Inclusive Classroom Principles & Strategies to Ensure Your Learners Thrive](#)

[The Developmental Model of Intercultural Sensitivity](#)

[Bennett's Developmental Model of Intercultural Sensitivity \(DMIS\)](#)

[Schumann Acculturation Theory](#)

[Zaretta Hammond: Culturally Responsive Teaching 101](#)

[Implicit Bias and Education](#)

Resource Group 3: Intercultural Communication

[4 Ways to Incorporate Culture in World Language Instruction](#)

[Non-Verbal Communication Across Cultures](#)

[High-Context and Low-Context Cultures: Impact on English Language Education](#)

[Communicating in High Context vs. Low Context Cultures](#)

[8 Powerful Strategies for Effective Cross-Cultural Communication](#)

[Top Ten Tips for... Effective Cross-Cultural Communication](#)

[The Power of Space: Exploring Hall's Proxemics in Nonverbal Communication](#)

[Proxemics](#)

[Essential Cross Cultural Communication Strategies and Skills](#)

Resource Group 4: Cultural Values and Classroom Practice

[Cultural Influences on Behavior](#)

[Adapting Instructional Methods to Accommodate the Cultural Diversity of Students](#)

[What Should Culturally Relevant Teaching Look Like Today? Gloria Ladson-Billings Explains](#)

[Integrating Culture, Content, and Language in a World Language Classroom](#)

[Incorporating Cultural Content in Lesson Planning](#)

[Culturally Responsive Teaching Strategies: Importance, Benefits & Tips](#)

[Preparing for Culturally Responsive Teaching](#)

[Cultural Diversity: Dr. Geneva Gay](#)

[Socioeconomic Integration from an Equity Perspective](#)

Resource Group 5: Developing Intercultural Competence: Strategies and Applications

[Building Intercultural Competence](#)

[Developing Intercultural Competencies through Story Circles](#)

[Intercultural Competence](#)

[Intercultural Competence Toolkit](#)

[Overcoming Cultural Barriers With Real-World Case Studies for Emerging Leaders](#)

[Intercultural Learning Classroom Activities](#)

[Deardorff's Intercultural Competence Model](#)

[5 Culturally Responsive Family Engagement Strategies](#)

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