



MTI 668-ED 501: CLD Field Experience

DISTANCE COURSE FOR COLORADO STATE UNIVERSITY-PUEBLO

MTI Contact Information:	
MTI Email:	info@midwestteachersinstitute.org
Instructor:	Mike Kavaliunas
MTI Grading:	ellgrades@midwestteachersinstitute.org
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: • Apply research-based instructional strategies in educational settings serving CLD learners and evaluate their effectiveness in supporting language development and content learning. InTASC 2,4,8	

- Use observation, assessment information, and knowledge of individual learners to plan, implement, and adapt instruction for CLD students with varying linguistic, academic, and cultural needs. InTASC 1,2,6,7
- Demonstrate the ability to plan, implement, and reflect upon instructional experiences with CLD learners in authentic educational settings. InTASC 2,7,8
- Evaluate how cultural, linguistic, social, and educational factors influence CLD students and apply culturally responsive practices during field experiences. InTASC 2,3,9
- Collaborate and communicate effectively with teachers, specialists, families, and other stakeholders to support the academic and language development of CLD learners. InTASC 9,10

Course Description: This field experience provides educators with supervised, applied experience in instructional settings serving culturally and linguistically diverse (CLD) learners. Candidates observe, participate in, implement, and reflect upon instructional practices that support the linguistic, academic, cultural, and social needs of CLD students. Field experiences emphasize the application of research-based instructional strategies, culturally responsive practices, assessment-informed decision making, collaboration with educators and families, and the adaptation of instruction for multilingual learners. Candidates connect knowledge developed throughout the CLD program to authentic educational settings and document their ability to apply effective practices with 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.

Field Experience Requirement: Students must complete documented field experience in an instructional setting serving culturally and linguistically diverse (CLD) learners. Field experience must include direct observation of and/or participation in instruction involving CLD students and opportunities to apply, analyze, and reflect upon instructional practices that support their language development and academic learning.

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)		8.5 hours
Application assignment 4 @ 45 points each	180 points	20 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		2 hours
Final evaluation essay	100 points	10 hours
Total points possible	530 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)
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.
Accuracy ____/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.
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.

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)
Supporting Evidence in Practice ____/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.
Accuracy ____/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.
Grammar and Spelling ____/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 ____/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

**Note: You will need to fill out a Field Experience Verification Form when you are doing your field experience throughout this course. This form is located at the bottom of this syllabus. Please attach a scanned copy of this form when you are finished with the course. This is required to receive your grade for this course.*

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 is it important for educators of multilingual learners to understand the laws, policies, and civil rights protections that shape English learner education, and how can this

- knowledge influence classroom and school practices? **Resource group 1**
2. In what ways can TESOL educators serve as advocates for English learners, and what actions can they take to promote equitable access, appropriate services, and academic opportunities for multilingual students? **Resource group 1**
 3. What are the essential components of an effective advocacy project for multilingual learners, and how can educators identify needs, establish goals, engage stakeholders, and develop actions that promote meaningful change? **Resource group 2**
 4. How can educators build partnerships with multilingual families and communities while addressing language-access barriers, and what strategies can ensure that families have an authentic voice in advocacy efforts and educational decision-making? **Resource group 2**
 5. How can educators adapt advocacy efforts and instructional practices to meet the needs of multilingual learners across different schools, grade levels, content areas, and educational settings? **Resource group 3**
 6. What factors should educators consider when implementing policies, standards, and support systems for multilingual learners, including students with disabilities, to ensure equitable access and appropriate educational opportunities? **Resource group 3**
 7. How can educators recognize and address implicit bias, cultural differences, and inequitable practices that may affect the educational experiences and opportunities of culturally and linguistically diverse learners? **Resource group 4**
 8. What ethical and professional responsibilities do TESOL educators have when advocating for multilingual and immigrant students, and how can teacher leadership help promote greater equity, access, and inclusion in schools? **Resource group 4**
 9. How can educators and school leaders communicate effectively with families, colleagues, administrators, and community stakeholders to build support for policies and practices that benefit multilingual learners? **Resource group 5**
 10. In what ways can TESOL educators use professional leadership and advocacy communication to influence school practices, policy decisions, and emerging issues affecting multilingual learners? **Resource group 5**

Application #1: CLD Classroom Observation (45 points)

Note: You will need to fill out a Field Experience Verification Form when you are doing your field experience throughout this course. This is located at the bottom of the document.

Objective: Observe and document instructional practices used to support culturally and linguistically diverse (CLD) learners in an authentic educational setting.

Steps:

1. Select an Instructional Setting:
Observe a classroom or educational setting where CLD learners are actively receiving instruction.
2. Observe Instruction:
Document examples of:
 - Strategies used to support language and content learning
 - Scaffolding, differentiation, and student engagement

- Culturally responsive practices
 - Opportunities for CLD students to read, write, speak, and/or listen
3. Reflect:
Identify instructional strengths and areas for improvement. Explain how the practices you observed supported the linguistic and academic needs of CLD learners.

Submit:

- Observation Summary: 1-2 pages
- Reflection: 1-2 paragraphs

Application #2: CLD Learner Needs & Instructional Planning (45 points)

Objective: Use field observations to identify the linguistic and academic needs of CLD learners and plan appropriate instructional support.

Steps:

1. Identify a Need:
Based on your field experience, identify one language-development or academic need demonstrated by CLD learners.
2. Plan Instructional Support:
Develop a brief instructional plan that includes:
 - A content and/or language objective
 - An appropriate instructional strategy
 - Scaffolding or differentiation
 - Materials or resources needed
3. Explain Your Choices:
Explain why the selected strategies are appropriate for the CLD learners you observed.

Submit:

- Instructional Plan: 1-2 pages
- Rationale: 1-2 paragraphs

Application #3: Instructional Implementation with CLD Learners (45 points)

Objective: Apply an appropriate instructional strategy in an authentic setting with CLD learners and evaluate its effectiveness.

Steps:

1. **Implement a Strategy:**
Teach, assist with, or participate in an instructional activity involving CLD learners using a strategy appropriate for their language and academic needs.
2. **Observe Student Response:**
Document student participation, language use, understanding, and engagement.
3. **Reflect and Adjust:**
Explain what worked, what challenges occurred, and what you would modify if teaching the lesson or activity again.

Submit:

- Implementation Summary: 1–2 pages
- Reflection: 1–2 paragraphs

Application #4: Culture, Collaboration & CLD Support (45 points)

Objective: Examine how culture and professional collaboration influence effective instruction and support for CLD learners.

Steps:

1. **Examine Cultural Responsiveness:**
Identify examples of how students' cultures, languages, backgrounds, or experiences are recognized and supported in the instructional setting.
2. **Collaborate:**
Discuss CLD student support with a classroom teacher, CLD/ELL specialist, administrator, or other appropriate education professional.
3. **Reflect:**
Explain how culturally responsive practices and collaboration can strengthen instruction and educational outcomes for CLD learners.

Submit:

- Culture & Collaboration Summary: 1-2 pages
- Reflection: 1-2 paragraphs

Final Evaluation Assignment (100 points)

Present findings or recommendations to school/community stakeholder groups (recorded) or present to small groups (assigned by the teacher) and the teacher. (In some cases students may be allowed to simulate the presentation and record it).

Assignment and Activities:

1. **Preparation of Presentation**
 - Review and synthesize data, observations, and insights collected during previous fieldwork weeks.

- Develop a clear, concise presentation outline targeting school or community stakeholders.
 - Emphasize actionable recommendations grounded in evidence from the fieldwork.
 - Prepare visual aids (slides, charts, handouts) to support key points.
2. Presentation Skills Workshop
- Conduct a mini-session or provide resources on effective communication strategies for diverse audiences.
 - Cover aspects such as clarity, engagement, handling questions, and cultural sensitivity.
3. Simulation or Actual Presentation
- Present findings/recommendations to a real stakeholder group (if possible) or simulated audience comprising peers, instructors, or community representatives.
 - Use multimedia and interactive elements to engage the audience.

Journaling

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. These are done at your own pace and are to be shared with your instructor at the end of class. You will not need to share them with the other students. 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.

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 TESOL Advocacy and Policy

[10 Key Policies and Practices for Teaching English Language Learners](#)

[Education Policy and Our Perception of ELL Performance](#)

[TESOL International Association](#)

[U.S. Department of Education: Equal Education Opportunities for English Learners](#)

[US Department of Justice: Civil Rights Division](#)

Resource Group 2: Designing Effective Advocacy Projects

[A Toolkit for Student-Centered Advocacy](#)

[Parent Toolkit](#)

[Toolkit of Resources for Engaging Families and the Community as Partners in Education](#)

[Strengthening Partnerships with ELL Families: 15 Strategies for Success](#)

[Communicating with ELL Families: 10 Strategies for Schools](#)

[Getting an Advocacy Campaign Off the Ground](#)

[Advocacy for ELLs: Event Archive & Resources](#)

[Equity Through Language Access: Best Practices for Collaborating with Interpreters](#)

[The importance of language accessibility -- and how to create it](#)

[How Educators Can Advocate for English Language Learners](#)

Resource Group 3: Implementation and Adaptation Across School Contexts

[TESOLers Making Impact: Global Advocacy Stories](#)

[Advocacy Resources Across the Globe](#)

[10 Strategies That Support English Language Learners Across All Subjects](#)

[WIDA English Language Development Standards Framework](#)

[Literacy Instruction for ELLs: Implementation and Advocacy](#)

[English Learners](#)

[State Approved Tools: Teacher Evaluation](#) (Michigan)

[CCSSO English Learners with Disabilities Guide](#)

Resource Group 4: Cultural, Ethical, and Sociopolitical Dimensions

[TESOL International Association \(TESOL\) Code of Conduct](#)

[Culturally Responsive Instruction](#)

[Teacher Leadership and Advocacy for our Culturally and Linguistically Diverse Students](#)

[Equity Access and Excellence in Education for Immigrant Students](#)

[Breaking the Cycle of Failure for Culturally and Linguistically Diverse Learners with Exceptional Needs: Recommendations for Improvement of Teacher Preparation Programs](#)
[Unpacking Implicit Bias in the English Learner Classroom](#)
[Who Do You Call On? Rooting Out Implicit Bias](#)

Resource Group 5: Communication and Professional Leadership

[4 Communication Strategies Every School Leader Should Know](#)
[How can school leaders implement changes that result in inclusive school environments?](#)
[How to effectively communicate with key stakeholders at your school](#)
[National Education Policy Center](#)
[How to write a policy brief](#)
[Teaching English in a changing world, TESOL in the age of AI](#)
[Crafting Your Advocacy Message](#)
[Communication in advocacy](#)
[School Leadership Transforming Schools with Linguistically Diverse Student Populations](#)

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

Field Experience Verification Form

Student name:

School	Grade level	Date	Hours	Nature of instructional experience	Supervisor name/ signature/ date

*Note: Although the state of Colorado doesn't explicitly outline the number of hours required on this sheet, it is expected that your total should add up to at least 15 hours. This includes time from all 4 application assignments and any required contact time to observe/implement those components.