

C19. Syllabus 286b



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

**Department of Education
MATTC
EDUC286B (3 units)
World Language Methods
Tuesdays 5:00pm – 8:00pm
Winter**

Instructor: **Kristy L. Cross**
Office Hours: **by appointment**
Email: klcross@scu.edu

Course Meeting: **Tuesday 5pm-8pm**
Class format: **Virtual**

“One language sets you in a corridor for life. Two languages open every door along the way.” – Frank Smith

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”
– Nelson Mandela

Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

- make student learning our central focus;
- engage continuously in reflective and scholarly practice;
- value diversity;
- become leaders who model ethical conduct and a commitment to social justice; and
- seek collaboration with others in reaching these goals.

MS/SS Teaching Credential Program Learning Goals (PLGs)

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring that credential candidates will begin their teaching career ready to:

1. maximize learning for every student;
2. teach for student understanding;
3. make evidence-based instructional decisions informed by student assessment data;
4. improve practice through critical reflection and collaboration;
5. create productive, supportive learning environments; and
6. apply ethical principles to professional decision-making.

The MS/SS teaching credential program course objectives are cross-referenced with the Program Learning Goals. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Description

This course is designed to enable single subject credential candidates to develop the pedagogical content knowledge necessary to teach World Languages to all students. Special attention is paid to developing candidates' ability to utilize standards and instructional strategies to plan, deliver and reflect upon instruction **that supports students with disabilities through inclusive practices.** The course also probes the role of cultural and content understanding in the development of instruction. All single subject credential candidates are required to take the Methods I and Methods II block in World languages. The course requires concurrent enrollment in EDUC 231B or employment as a full-time teacher in a Private school.

Course Objectives

This course will develop students' knowledge of or skills with...		Standard/Goals Addressed			
		DG #	PLG #	TPE #	MMS N TPE #
1	Developing instructional activities, guided by CA State Standards that provide opportunities for students to gain access to the curriculum through the use of instructional strategies and sequences, unit and lesson plans that provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.	3	1; 5	1.6; 3.1	1.1., 1.2, 1.7, 2.1,2.9 , 2.10, 4.2, 4.4, 3.1, 5.1, 5.2, 5.6
2	Monitoring student learning and adjust instruction to maintain student engagement in learning, including student self-assessment and reflection of their own learning goals. Demonstrate knowledge of disabilities and effects on learning	1	2	1.8; 5.3; 2.5	3.2
3	Adapting instructional materials to support the acquisition of academic register of target languages. Instructional materials will be chosen to allow bilingual learners and students with exceptionalities equal access to the curriculum.	1	2; 5	3.4	1.1., 1.2, 1.7, 2.1,3.1 4.1,4.2 , 4.4
4	Utilizing student funds of knowledge and cultural/linguistic knowledge to make learning meaningful and engaging for students, particularly through engaging families of students with mild to moderate support needs	1; 3	1; 5	1.1; 3.1	2.4, 4.7
5	Creating a classroom environment that is conducive to student learning, including maintaining high expectations of all students through use of traditional, blended and online formats and UDL practices that support all students in their acquisition of the target language.	3	5	1.3; 2.2	1.1., 1.2, 1.7, 2.8,
6	Understanding, developing and applying multiple assessments types (Diagnostic, Informal Formative) to	1	2	5.1	2.9, 2.10,

	inform instruction and track student learning. Assessment of student learning will be varied in nature, allowing all students, including bilingual learners and students with disabilities to demonstrate learning in a variety of ways that support their learning styles.				5.1, 5.2, 5.6
7	Acquire skills to critically reflect on own practice with the goal of improving learning for all students, particularly, English Learners and students with identified disabilities.	2; 3	6	6.1	
*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard					

Required Texts

Teacher's Handbook: Contextualized Language Instruction, Fifth Edition (2016) Judith Shrum

Recommended TPRS Materials

Visit www.fluencymatters.com for your teacher text in Spanish, French, English or Chinese as well as for supplemental texts and resources in your target language.

Recommended Readings and On-line Resources

<http://www.tellproject.org>

Adair-Hauck, B., Glisan, E., & Troyan, F. (2013). *Implementing Integrated Performance Assessment*. Alexandria, VA: ACTFL.

National Standards in Foreign Language Education Project (NSFLEP). (2006). *Standards for foreign language learning in the 21st century*. Lawrence, KS: Allen Press.

Blaz, D. (2001). *A collection of performance tasks and rubrics: Foreign languages*. Larchmont, NY: Eye on Education.

Blaz, D. (2016). *Differentiated instruction: A guide for foreign language teachers*. Larchmont, NY: Eye on Education.

Patrick, P. (2007). *The keys to the classroom: A basic manual to help new language teachers find their way*. Alexandria, VA: ACTFL

ACTFL Performance Guidelines for K-12 Learners. Ben Slavic TPRS – www.benslavic.com.

Course Requirements/Assignments

- Grading for all assignments will be weighed; you will receive a grade based on the quality of your work and participation according to criteria outlined in this syllabus and in class, rather than how your work compares to that of your classmates.
- Distribution of points and percentage of total grade across assignments are as follows:

Course/Requirements/Assignments		Points	TPE's assessed	MMSN
1	Class Attendance and Participation	100		
2	Teach and Record Assignments	60	1.1; 1.3; 4.1;	3.1, 5.1, 5.2,
3	Weekly Reflective Journal	40	4.7; 5.3	2.8, 3.2. 4.7
5	World Language Assessment-focused lesson sequence SIGNATURE ASSIGNMENT	50	1.6; 1.8; 2.5; 3.2; 3.3; 3.6; 5.2	1.1, 1.2, 1.7, 2.1, 2.4, 2.9, 2.10, 3.1, 4.1, 4.2, 4.4, 5.1, 5.2, 5.6

Attendance and Participation

Your attendance and participation are not only imperative to your grade, but to how much you get out of this class and how much you take into the classroom to continuously grow as an educator. You are expected to attend every class session on-time, remain until the end of the session and be fully present while you are in class. You are expected to fully participate in discussions and be prepared for these discussions by doing any assigned reading and/or assignments that have been assigned by the class session for which they were assigned. You have one ER (Emergency Release) that you may use at any time if you need to miss a class. You must, however, exercise professionalism (TPE 6) and email me before the missed class unless there is an extenuating circumstance that prevents you from doing so. You will lose 5 points for an extra missed class and if you miss more than two classes, you will be at risk for being dropped from the course.

Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give me advance notice of these absences so I can make the necessary accommodations. All other absences are unexcused and will affect your grade.

Teach and Record Assignments MMSN: Introduce, Practice 3.1, 5.1, 5.2 (UTPE: 3.3 Practice)

This quarter, you will receive a bi-weekly assignment in which you will create and teach an activity in your classes based on the weekly readings which will include approaches to connect to students' lived experiences to extend student learning. These lessons will also be based on topics such as teaching culture, drawing on student funds of knowledge, teaching comprehensible reading and writing, creating interpersonal speaking activities, interpretive reading and listening activities and presentational activities based with an emphasis on authentic language production and supporting a student with an identified disability. (UTPE: 1.1 Practice)(UTPE: 1.3 Assess)

Each teaching assignment will be graded on a scale of 1-4 on how well the assignment the topic of interest. For example, the rubric for the assignment of supporting a student with an identified disability is below:

Weekly Reflective Journal MMSN: Introduce, Practice 2.8, 3.2, 4.7

Each week you will submit a one-page reflection of your teaching experiences. Reflection topics include (but are not limited to): focusing on how you are creating a World Language course focused on authentic language acquisition, funds of knowledge and partnering with families and communities, learning and cultures, classroom management, maintaining a safe classroom environment, and planning instruction that meets the academic and social-emotional needs of every student. As well as how to involve students in self-assessment and reflection connected to their learning.

See end of document for assessment rubric criteria for reflective journal assignments.

Assessment-focused lesson sequence (Signature Assignment) MMSN: Practice, Assess 1.1, 1.2, 1.7, 2.1,2.4, 2.9, 2.10, 3.1, 4.1,4.2, 4.4, 5.1, 5.2, 5.6 (UTPE: 5.3 Practice)

For your 286B Signature Assignment, you will plan three sequential lessons in which you will demonstrate your ability to create a sequence of lessons driven by worthy mastery SMART goals that ask students to highly engage in the learning and in higher order thinking in the target language. The lesson should explain accommodations and modifications for students with disabilities, heritage language speakers, and second language learners. Throughout these three lessons, students will engage in interpersonal communication (daily), interpretive communication (at least once) and presentational communication (at least once). (UTPE: 1.6 Practice) (UTPE: 2.5 Practice) (UTPE: 3.2 Assess)

You will demonstrate your ability to assess students in three ways 1) Formatively (multiple times a period and utilizing at least two strategies of formative assessment, 2) Summatively (at least once) and 3) Via a student self-assessment (at least once). You will evaluate student data and outcomes and reflect on whether or not you should re-teach this lesson or do an extension activity to deepen student learning. (UTPE: 1.8 Practice) (UTPE: 4.1 Practice)(UTPE: 5.2 Assess)

See end of document for assessment rubric criteria for lesson sequence assignment.

MMSN: Practice, Assess 1.2, 1.4, 1.7, 2.1,2.4, 2.9, 2.10, 3.1, 3.2, 4.1,4.2, 4.4, 4.7, 5.1, 5.2, 5.6, 6.1, 6.2, 6.3, 6.6

Score	1	2	3	4
	Unsatisfactory	Basic	Proficient	Distinguished
Identifies	Does not identify	Identifies some	Identifies modifications and	Identifies modifications and

modification for student with identified disability	modifications	modifications but does not provide rationale for modification	provides rationale for modification	provides clear rationale for modification
Identifies strategies to monitor student thinking for student with identified disability	Does not identify strategies to monitor/assess student thinking	Identifies some strategies to monitor student thinking but does not provide much detail	Identifies strategies to monitor student thinking and provides some detail for how to assess and monitor	Identifies strategies to monitor student thinking and provides clear detail for how to assess and monitor

Assessments & Grading Criteria

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.
2. *Please **adhere to due dates** so that you will have time to revise your work, if necessary, and earn the highest possible grade for each assignment. If your assignment is late, you forfeit this privilege. If you are ill, ask a “study partner” to turn in your homework assignment on time and to take notes for you when you are not in class. You are responsible for any information you miss because of absence. Please do not call the instructor for assignments or notes.
 - Percentile grades (see below) will be assigned values from 1.0 – 4.0.
 - Each value will be multiplied by the grading weight distribution, as indicated for each assignment.
 - Your final grade will be based on a 4.0 scale.

A 4.0	94-100%	C+ 2.3	77-79%
A- 3.7	90-93%	C 2.0	74-76%
B+ 3.3	87-89%	C- 1.7	70-73%
B 3.0	84-86%	D+ 1.3	67-69%
B- 2.7	80-83%	D 1.0	63-66%

Professional Conduct and Performance Policies

If I have reason to feel you are not meeting all the expectations spelled out below, I will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer my support in helping you reach those expectations. If I do not contact you with a concern, you can assume you are satisfying these requirements; however, if you would like specific feedback on your professional conduct during the quarter, you are welcome to contact me at any time and I will be glad to share my assessment with you.

Communication. Email and our Camino website will be our primary means of communication outside of class. **You must check your SCU email account and Camino messages every day to ensure you are receiving important information and updates from SCU faculty, staff, and classmates.**

Responsible Use of Technology. Everyone's learning is enhanced by the quantity and quality of the interactions in the learning environment. Hence, your participation in whole-class discussions, group work and pairs is essential for the success of this course. While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact me for further information.

Academic integrity. The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of—and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

Department of Education and University Resources

Academic Action Plan Students who are struggling to meet course expectations will be placed on an Academic Action Plan (AAP). The purpose of the AAP is to document the areas of difficulty, the support to be provided, and the time frame in which the student must improve performance.

Incomplete Grades Under certain extenuating circumstances, a student may request an Incomplete. See the [School of Education and Counseling Psychology Bulletin](#) for details. If you have any concerns about your ability to fulfill the course requirements by the due dates, contact me right away to explain your situation.

Writing Support The HUB Writing Center offers a variety of services, such as peer tutoring. For more details, please visit: <http://www.scu.edu/provost/writingcenter/>.

Accessible Education If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (oe@scu.edu, <http://www.scu.edu/oe>) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your myOAE portal and discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with

approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks notice recommended) to schedule proctored examinations or to arrange other accommodations.

In light of COVID-19, unless otherwise stated, exams will be administered online. Students with approved testing accommodations should contact me (at least two weeks notice recommended) prior to an exam date to notify me of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

Accommodations for Pregnancy and Parenting Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and child-birth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX Office. The following link provides information for students and faculty regarding pregnancy rights.
<https://www.scu.edu/title-ix/resources/pregnancy/pregnancy>.

Discrimination, Harassment and Sexual Misconduct (Title IX) SCU faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of discrimination, harassment or sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available, I encourage you seek support and report incidents to the Director of Equal Opportunity and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. For more information about reporting options and resources at Santa Clara University and in the community, please visit <https://www.scu.edu/title-ix/>. If you wish to speak with a confidential resource, please visit <https://www.scu.edu/title-ix/resources/student/>.

Reporting Practices While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University. For example, if you inform me of an issue of harassment, sexual violence, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the campus Student Care Team (SCU CARE).

If you would like to reach out directly to the Student Care Team for assistance, you can contact them at www.scu.edu/osl/report. If you would like to talk to the Office of EEO and Title IX directly, they can be reached at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: <https://www.scu.edu/hr/quick-links/ethicspoint/>. Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the YWCA, or a member of the clergy (for example, a priest or minister).

Finally, please be aware that if, for some reason, our interaction involves a disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of

concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.

Diversity, Inclusion, and Wellness It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

This course affirms people of all gender expressions and gender identities. If you go by a different name than what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org

To support your well-being, the following resources are available to you:

<https://www.scu.edu/wellness/>

The Wellness center provides resources to aid and promote student well-being. It is home to three student groups: the Peer Health Educators, the Violence Prevention Educators, and the Collegiate Recovery Program.

<https://www.scu.edu/cowell/counseling-and-psychological-services-caps/>

Santa Clara students are provided counseling sessions at no cost with Counseling and Psychological Services. Due to COVID-19, in Fall 2020 these services will be offered remotely. See website for details and eligibility.

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If you are concerned for the mental or physical welfare of one of your peers, the Compassionate and Responsive Educators website provides resources for recognizing and helping someone in distress.

Learning Online

Use of Classroom Recordings Entire online class meetings, or portions of them, may be recorded and made available on Camino. As is stated in the Student Conduct Code:

"...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade."

Copyright Statement Materials in this course are protected by United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

Technology Support SCU can provide you with technology assistance, and you can also reach out to our providers directly for questions. For Camino support, contact caminosupport@scu.edu or call 408-551-3572. You can also use the help button within the Camino platform (on the left hand navigation) for 24/7 support via chat or phone.

For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get 24/7 support from Zoom by calling 1-888-799-8854.

For SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Duo, ecampus, hardware and software issues, and more.

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Learning Online

Use of Classroom Recordings Entire online class meetings, or portions of them, may be recorded and made available on Camino. As is stated in the Student Conduct Code: “...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered “misuse” and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor’s discretion, violations may also have an adverse effect on the student’s grade.”

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TENTATIVE* COURSE SCHEDULE

**Course Plan Subject to Change*

Week/Date	Topic/Activity	Assignments/Readings due for class and hand in
Session 1	Course overview and norms	For next class: Read Blaz Ch. 8
Session 2	- Teaching for interpersonal communication - Creating an interpersonal activity (UTPE: 3.3 Introduce)	For next class: Read Blaz Ch. 6 Teach and record: Your interpersonal acti (Video #1)

Session 3	- Teaching for interpretive communication for students with disabilities Introduce 1.1, 2.1 - Creating an authentic interpretive activity (UTPE: 4.7 Introduce)	For next class: Read Blaz Ch. 9 Teach and record: Your interpretive activity (Video #2)
Session 4	- Teaching for presentational communication - Creating an authentic presentational activity	For next class: Read Blaz Ch. 11 Teach: Your presentational activity
Session 5	- Assessing performance in the WL classroom (formative, summative, student self-assessment) - Creating your assessments with peers	For next class: Read Blaz Ch. 5 Bring: Evidence of your three types of assessments
Session 6	- Cultural perspectives and teaching culture - Creating a cultural activity	For next class: Read Blaz Ch. 7 Teach: Your cultural activity
Session 7	Teaching comprehensible reading and writing in the WL classroom to students with disabilities Introduce 1.4, 4.1	Teach and record: Teaching comprehensible reading and writing lesson (Video #3)
Session 8	Teaching comprehensible reading and writing in the WL classroom	
Session 9	Putting it all together for your signature assignment	
Session 10	Course Conclusion	

Rubric criteria for reflective journal assignment. MMSN: Introduce, Practice 2.8, 3.2. 4.7

Score	1	2	3	4
	Unsatisfactory	Basic	Proficient	Distinguished
Addressing topic: the reflection addressed the topic	Does not address topic	Moderately addresses the topic.	Addresses topic	Clearly addresses topic

Organization and clarity: reflection is organized and clearly articulates main point	Not clearly written and not organized	Moderately written and organized	Clearly written and organized	Very clearly written and very well organized.
Theory to practice: reflection attends to theories/readings and makes connections to practice.	Does not draw connections between theory/readings and practice.	Draws some connections between theory/readings and practice.	Draws clear connections between theory/readings and practice.	Draws very clear connections between theory/readings and practice.

Rubric criteria for lesson sequence assignment. MMSN 1.1, 1.2, 1.7, 2.1,2.4, 2.9, 2.10, 3.1, 4.1,4.2, 4.4, 5.1, 5.2, 5.6,6.1, 6.2, 6.3, 6.6

Score	1	2	3	4
	Unsatisfactory	Basic	Proficient	Distinguished
Domain A: Making Subject Matter Comprehensible to Students MMSN 1.1, 1.2, 1.7, 2.1,2.4, 2.9, 2.10,	Teacher's knowledge of subject matter and/or content standards is inaccurate. Content is presented with little or no attention to student understanding. No efforts are made to provide every student, including students with disabilities with access to grade-level academic content.	Teacher's knowledge of subject matter and/or content standards is limited. Content is presented with some attention to student understanding including students with disabilities. Inconsistent efforts are made to provide every student access to grade-level academic content.	Teacher has accurate knowledge of subject matter and/or content standards. Content is presented in ways that support student understanding including students with disabilities. Consistent, effective efforts are made to provide every student access to grade-level academic content.	Teacher has deep knowledge of subject matter and/or content standards and uses that knowledge to enhance student understanding of the content, including students with disabilities. Every student is regularly given access to grade-level and enriched academic content.
Domain B: Assessing student learning MMSN 3.1, 4.1,4.2, 4.4, 5.1, 5.2, 5.6	Student learning is assessed rarely and/or using tools that provide little useful data. Few efforts are made to collect and analyze learning data and/or to use data to set learning goals or inform instructional decisions. No attempt to adequately provide for accommodations on formative or summative assessments for students with identified disabilities or English learners.	Student learning is assessed regularly but with limited and/or inconsistent use of varied tools. Data considered in limited ways when making instructional decisions. Limited attempts to adequately provide for accommodations on formative or summative assessments for students with identified disabilities or English learners.	Student learning is assessed frequently, using a range of tools. Data are collected, analyzed, and applied to make effective, appropriate decisions about students' need for enrichment, differentiation, or additional support. Adequate and appropriate accommodations provided on formative or summative assessments for students with identified disabilities or English learners.	Student learning is assessed systematically using a range of assessment tools. All curricular and instructional decisions are data-driven. Quantitative data are entered into a database used by groups of teachers to support repeated and varied analyses of student learning. Appropriate and creative accommodations provided on formative or summative assessments for students with identified disabilities or English learners. Including students in design of assessment accommodations.

Domain C: Engaging and supporting Students in Learning MMSE 1.1, 1.2, 1.7, 2.1,2.4, 2.9, 2.10,	Provides little to no evidence of building on students' prior knowledge, responding to student interests or considering student learning needs. Teaching may be inappropriate, arbitrary, or lack thoughtful attention to every student. Every student includes students with identified disabilities, English learners, and students who are differences are based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin.	Provides minimal evidence of building on students' prior knowledge, responding to student interests, or considering students' learning needs. Efforts to attend thoughtfully to every student (Every student includes students with identified disabilities, English learners, and students who are differences are based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin.) may be limited or inconsistent.	Provides clear evidence of building on students' prior knowledge, responding to student interests, and considering students' learning needs. Efforts to attend thoughtfully to every student (Every student includes students with identified disabilities, English learners, and students who are differences are based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin.) are appropriate and successful.	Provides evidence that consistently and clearly demonstrates thoughtful knowledge of and attention to every student's learning needs. Each student (Each student includes students with identified disabilities, English learners, and students who are differences are based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin.) is working on tasks that are challenging and achievable.
Domain D: Planning instruction and designing learning experiences for all students (All students include students with identified disabilities, English learners, and students who are differences are based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin.) MMSE 1.1, 1.2, 1.7, 2.1,2.4, 2.9, 2.10, 3.1, 4.1,4.2, 4.4, 5.1, 5.2, 5.6	No effort to assess the knowledge of all students or to set learning goals. Instructional plans and materials do not reflect student needs. Little or no variation in teaching strategies.	Minimal effort to assess the knowledge of all students; learning goals are vague or inappropriate. Instructional plans and materials show cursory attention to student needs. Occasional variation in teaching strategies.	Consistent, ongoing effort to assess the knowledge of all students and to set appropriate learning goals. Instructional plans and materials are responsive to student needs and can be easily adjusted. Many relevant and effective teaching strategies are used.	Learning goals and instructional plans are continually updated in response to ongoing collection and analysis of the assessment of student learning data. Teaching strategies are thoughtfully selected to maximize the learning of all students.

Domain E: Creating and maintaining effective environments for the learning of all students (All students include students with identified disabilities, English learners, and students who are differences are based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin.) MMSE 1.1, 1.2, 1.7, 2.1,2.4, 2.9, 2.10, 3.1, 4.1,4.2, 4.4, 5.1, 5.2, 5.6	Learning is frequently disrupted by inappropriate student behavior. Few or no students complete their work or achieve learning objectives. No evidence of high academic expectations or appropriate supports for all students.	Learning is occasionally disrupted by inappropriate student behavior. Some students complete their work and achieve learning objectives. Some evidence of high academic expectations and/or appropriate supports for all students.	Inappropriate student behavior is redirected with minimal disruption of learning. Most students complete their work and achieve learning objectives. Clear evidence of high academic expectations and appropriate supports for all students.	Instructional time is rarely disrupted by inappropriate student behavior. All students complete their work and achieve learning objectives. A great deal of evidence indicates high academic expectations and appropriate supports for all students.
Domain F: Developing as a professional educator MMSE 6.1, 6.2, 6.3, 6.6	Few efforts to engage in professional growth or to collaborate with colleagues to strengthen practice. Little to no reflection on student learning.	Cursory efforts to engage in professional growth. Work with colleagues focuses inconsistently on improving practice. Reflection centers on self-assessment rather than on student learning.	Visible efforts to engage in professional growth. Works with colleagues to analyze student learning data and to plan instruction. Reflection focuses consistently on ways to improve student learning outcomes.	Ongoing participation in professional growth experiences focused on new strategies to increase the academic success of every student. Establishes and leads data analysis teams and lesson study groups with colleagues. Mentors novice teachers and provides curricular and instructional leadership at the school.