OTL501 – Educator Effectiveness

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 10-25 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information

Faculty contact information and office hours can be found on the faculty profile page.

Course Description and Outcomes

Course Description:
This course will give students an opportunity to examine the goals and objectives for integrating math and literacy into content area instruction. Students also learn how to design relevant instruction and content, foster safe and nurturing learning environments, engage learners in personalized learning, integrate technology into instruction to maximize learning, advocate for partnerships to support learners and families, and demonstrate high ethical standards and leadership capacity.

Course Overview:
In this course you will learn procedures and protocols for effectively managing the learning environment. You will also learn about research-based effective practices in setting up the learning environment, grouping students during instruction, and the role of the teacher in impacting student achievement. Your Portfolio Project will provide video evidence of your ability to effectively implement best teaching practices as outlined by the Colorado Teacher Quality Standards. You will also have the ability to move through this course in a way that aligns with the work you are doing in your daily life. Module 1 *must* be completed during Week 1 and Module 8 during Week 8, starting in Week 2, however, Modules 2-7 may be completed in any order as long as you complete one module in its entirety each week.

Course Learning Outcomes:

1. Integrate academic standards into content area instruction, including math and literacy.
2. Design instruction that is interconnected and relevant to learners.
3. Create safe, inclusive and respectful learning environments for a diverse population of learners.
4. Integrate and utilize technology in content area instruction to maximize learning.

5. Develop leadership skills and advocate for schools and learners

The Colorado State Teaching Standards covered in this course (SB191 Teacher Quality Standards) are located at the end of this syllabus.

Participation & Attendance

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first seven days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

Course Materials

Required:

Hattie, J., & Yates, G. (2014). *Visible learning and the science of how we learn.* New York, NY: Routledge. ISBN-13: 978-1483316390

Wong, H., & Wong, R. (2014). *The classroom management book.* Mountain View, CA: Harry K. Wong Publications. ISBN-13: 978-0976423331

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

Course Schedule

Due Dates
The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Critical Thinking: Assignments are due Sunday at 11:59 p.m. MT.
- Live Classroom: Although participation is not required, Live Classroom sessions are held during Weeks 3 and 6. There are two total sessions.

Week #	Readings	Assignments
1	• *Sibme quick start guide for user role*. (n.d.). Retrieved from https://s3.amazonaws.com/helpscout.net/docs/assets/577e90ab903360 5a6aa4dade/attachments/57b34a579033605754bf0d37/QSG_UserRol e_081116.pdf • Preparation: Before the First Day of School (pages 16-57) in *The Classroom Management Book*	• Discussion (25 points)
2	• Chapters 1-6 in *Visible Learning and the Science of How We Learn* • Procedures: Chapters 26-34 (pages 170-213) in *The Classroom Management Book*	• Discussion (25 points) • Critical Thinking (75 points)
3	• Chapters 8-12 in *Visible Learning and the Science of How We Learn* • Procedures for Teachers: Chapters 38-50 (pages 224-270) in *The Classroom Management Book*	• Discussion (25 points) • Critical Thinking (75 points) • Live Classroom (0 points)
4	• Chapters 13-18 in *Visible Learning and the Science of How We Learn* • Procedures: Chapters 1-11 (pages 60-111) in *The Classroom Management Book*	• Discussion (25 points) • Critical Thinking (100 points)
5	• Chapters 19 & 20 in *Visible Learning and the Science of How We Learn* • Plans (pages 271-299) in *The Classroom Management Book* • Hattie, J. (2015). Dispelling myths about improving achievement. *District Administration*, *51*(9), 78. Retrieved from http://www.districtadministration.com/article/dispelling-myths-about-improving-achievement	• Discussion (25 points) • Critical Thinking (100 points)
6	• Chapters 7, 21-23 in *Visible Learning and the Science of How We Learn* • Gersten, R. (n.d.). *CCSSO adolescent literacy toolkit: Math literacy Q&A.* Retrieved from http://programs.ccsso.org/content/pdfs/Math_Complete%20Set_Final. pdf • Moje, E. B. (n.d.). *CCSSO Adolescent literacy toolkit: Science literacy Q&A.* Retrieved from http://programs.ccsso.org/content/pdfs/Science_Complete%20Set_Fin al.pdf	• Discussion (25 points) • Critical Thinking (100 points) • Live Classroom Option 2 (0 points)
7	• Chapters 24-31 in *Visible Learning and the Science of How We Learn*	• Discussion (25 points)
8	• Colorado Department of Education. (2015). Measures of student learning: Approaches for selecting and using multiple measures in teacher evaluation. Retrieved from http://www.cde.state.co.us/educatoreffectiveness/measuresofstudentl earningguidanceteacher	• Discussion (25 points) • Portfolio (350 points)

Assignment Details

This course includes the following assignments/projects:

Module 1

Critical Thinking: NONE

Portfolio Project Overview:

Evidence of Best Practices to Achieve Student Academic Growth

Your Portfolio Project, which is due in Week 8, you will submit evidence of best practices to achieve student academic growth. You will collect this evidence throughout the course. You have two options for this final project; you will do only one. Pick the option that works best for you, but you are encouraged to select Option #1 which utilizes video reflection elements and Sibme, which you learned about in the Module 1 lecture, as a way to demonstrate evidence. Self-reflection through video is an excellent way to improve instructional practices.

Option #1: For this option, utilize Sibme to document your ability to effectively implement best teaching practices as outlined by the Colorado Teacher Quality Standards.

For the Portfolio Project, provide video evidence of your ability to do the following:
1. Individualize an instructional approach, based on data analysis, to meet unique needs of each student.
2. Integrate literacy skills and knowledge into lessons.
3. Integrate and utilize appropriate available technology in instruction to maximize student learning.
4. Provide students with opportunities to work in collaborative teams in various roles.

A minimum of three videos will be uploaded to your huddle in Sibme by the end of Week 8. All four standard elements outlined above must be demonstrated in the video submissions. There is no time requirement for each video; however, you are encouraged to trim each video so the submitted portion clearly demonstrates the standard element(s) described above. The majority of videos submitted are between 5 and 15 minutes long.

Upload a document that identifies each video with its intended standard element(s) once your videos have been successfully uploaded to Sibme.

Option #2: For this option, create a master portfolio (either using Word or a digital format) to display the lesson plans you developed throughout the course and to analyze the student data you collected after each lesson. The lessons you need to submit include the following (categorized by the module in which you will develop the lesson initially):

- Module 2 – Building Student Relationships
- Module 3 - Using Prior Knowledge and Differentiation to Increase Student Learning
- Module 4 - Data-based Differentiation
- Module 5 - Engaging and Evaluating Students in Group Work
- Module 6 - Reading, Writing, Speaking, Listening, and Technology Integration

Additionally, each lesson should demonstrate the following:
1. An individualized instructional approach, based on data analysis, to meet unique needs of each student.
2. An integration of literacy skills and knowledge into lessons.
3. An integration and utilization of appropriate available technology in instruction to maximize student learning.
4. An opportunity for students to work in collaborative teams in various roles.

Each lesson should be 2-3 pages long, cite at least two scholarly sources, and reflect any instructor feedback you received throughout the course (meaning, you should not resubmit your lessons "as is" – they should reflect some type of change and improvement based both on feedback and on a new understanding of course concepts by the end of the course).

Each lesson should also include a *reflection* on the student learning that is based on data collected after presenting the lesson. Include the data in a graphical format and discuss how you know students learned and met the desired outcomes. Or, if students did not meet the outcomes, explain the adjustments that you need to make to the lesson to ensure mastery of concepts and learning next time.

Your total Portfolio Project should be 10-15 pages long, cite 2-4 scholarly sources (some sources can be cited in multiple lessons), and delivered in an engaging, organized way.

Module 2

Building Student Relationships (75 points)

Take into consideration the age level and content areas that you and your mentor teacher are responsible for teaching this semester, and develop a plan for specific:

1. ways that you can foster a positive, nurturing relationship with your students
2. ways to engage students as individuals with unique interests and strengths
3. question starters that will allow you to scaffold questions to extend and expand student learning at individual student levels
4. ways to recognize value for diverse perspectives

Try at least one idea from all four areas this week in your classroom. For your assignment submission, you will submit your list of ideas for fostering relationships with students. Ensure your list is supported by at least two scholarly research sources. The total assignment should be 2-3 pages long.

Ensure your plan is well-written, organized and adheres to CSU-Global APA and writing guidelines. Remember to add a CSU-Global formatted title page and APA formatted Reference page to all of your Critical Thinking assignments. Use the *CSU-Global Guide to Writing and APA.*

Note: One of your Portfolio Project options tasks you with creating a video that showcases at least one of your Building Student Relationships strategies. You can work with one student, a small group, or a whole class of students in the video. If you are electing to complete Portfolio Project Option #1, be sure to take video of yourself teaching this lesson and upload your video submission to your Sibme huddle by the end of Week 8.

Module 3

Using Prior Knowledge and Differentiation to Increase Student Learning (75 points)

Take one period or content area (e.g., 1st period physics, algebra sections, etc.) and review the standards and/or big ideas (unit topics) being covered this semester. Then choose one standard or big idea and generate a plan for how you will:
1. connect prior learning
2. make the content relevant
3. differentiate the content learning, including remediation and acceleration

For your assignment submission, you will submit the plan you generated for the chosen unit topic or standard. Your ideas should be supported by at least 2 scholarly research sources. The total assignment should be 2-3 pages long.

Ensure your plan is well-written, organized and adheres to CSU-Global APA and writing guidelines. Remember to add a CSU-Global formatted title page and APA formatted Reference page to all of your Critical Thinking assignments. Use the *CSU-Global Guide to Writing and APA.*

Note: One of your Portfolio Project options tasks you with creating a video that showcases your ability to differentiate instruction for students. You can work with one student, a small group, or a whole class of students in the video. If you are electing to complete Portfolio Project Option #1, be sure to take video of yourself teaching this lesson and upload your video submission to your Sibme huddle by the end of Week 8.

Module 4

Data-based Differentiation (100 points)

In collaboration with your mentor, take your lesson plan (and/or your mentor's lesson plan) for this week and differentiate the instruction using evidence-based practices. Collect pre- and post-lesson data from students to determine the effectiveness of the instruction. **NOTE**: You can work with a small group or whole class – do what works best for your mentor and most importantly the students.

For this assignment, you will submit an analysis of the student data and reflect on the effectiveness of the lesson, focusing on the unique needs of the students.

The document should include the following:
1. The standard and/or skill taught
2. Identify how the lesson was differentiated based on students' individual needs
3. Identify and support with research the evidence based instructional practices that were used
4. Graph of the students pre- and post-assessment results
5. Written interpretation of the analysis of the students' learning
6. What specific instruction will occur next, based on your analysis

Cite at least 3 sources that support your ideas as effective. Your assignment should be 3-4 pages long.

Ensure your plan is well-written, organized and adheres to CSU-Global APA and writing guidelines. Remember to add a CSU-Global formatted title page and APA formatted Reference page to all of your Critical Thinking assignments. Use the *CSU-Global Guide to Writing and APA.*

Note: One of your Portfolio Project options tasks you with creating a video that showcases your ability to differentiate instruction based on data. You may work with one student, a small group, or a whole class. If you are electing to complete Portfolio Project Option #1, be sure to take video of yourself teaching this lesson and upload your video submission to your Sibme huddle by the end of Week 8.

Module 5

Engaging and Evaluating Students in Group Work (100 points)

Working collaboratively with your mentor teacher, plan or co-plan a group lesson that you will teach at some point during this course (group can be any size and taught before, during or after school). Consider the following when planning:
- the roles and responsibilities of group members and how you will explicitly teach the students their roles and responsibilities (e.g., mini lesson, role cards at each table, etc)
- how every student will be included on a team and assigned a role or a responsibility
- how you will provide feedback to individual students and teams
- how you will have students monitor their own progress, as it relates to content and team work
- how you will check in formally with students about their progress, as it relates to their goals and the outcomes of the lesson
- how you will monitor student's individual contributions to the team

For your assignment this week, submit a document describing your chosen method for grouping students for one lesson/activity and each group member's identified roles. Your selection should be supported by at least 3 scholarly research sources. Your assignment should be 3-4 pages long.

Ensure your plan is well-written, organized and adheres to CSU-Global APA and writing guidelines. Remember to add a CSU-Global formatted title page and APA formatted Reference page to all of your Critical Thinking assignments. Use the *CSU-Global Guide to Writing and APA.*

Note: One of your Portfolio Project options tasks you with creating a video that showcases students working effectively in collaborative groups with clearly identified roles. Upload your video submission to your Sibme huddle by the end of Week 8. If you are electing to complete Portfolio Project Option #1, be sure to take video of yourself teaching this lesson and upload your video submission to your Sibme huddle by the end of Week 8.

Module 6

Reading, Writing, Speaking, Listening, and Technology Integration (100 points)

In collaboration with your mentor, take your lesson plan (and/or your mentor's lesson plan) for this week and integrate reading, writing, speaking, listening, and technology opportunities.
For this assignment, you will submit a copy of the lesson plans you worked on with your mentor that showcase the integration of reading, writing, speaking, listening, and technology into a math or science lesson. Designate each of these components within the plan (highlight, star, underline, etc.) so they are easy to locate. Consider, too, how the strategies and procedures you will have in place to ensure that students have equitable access to available technology. Include at least one strategy or procedure in your plan. Evidence of research-based

practice should be evident in the plan as well, with at least three scholarly research sources cited in some way. Your assignment should be 3-4 pages long.

Ensure your plan is well-written, organized and adheres to CSU-Global APA and writing guidelines. Remember to add a CSU-Global formatted title page and APA formatted Reference page to all of your Critical Thinking assignments. Use the *CSU-Global Guide to Writing and APA.*

Note: One of your Portfolio Project options tasks you with creating a video that showcases your ability to incorporate literacy skills and technology into a math or science lesson. You may work with one student, a small group, or a whole class. If you are electing to complete Portfolio Project Option #1, be sure to take video of yourself teaching this lesson and upload your video submission to your Sibme huddle by the end of Week 8.

Module 7

NONE

Module 8

Evidence of Best Practices to Achieve Student Academic Growth

For your Portfolio Project, submit evidence of best practices to achieve student academic growth. You should have been collecting this evidence throughout the course. You have two options for this final project; only one. Pick the option that works best for you, but you are encouraged to select Option #1 which utilizes video reflection elements and Sibme, which you learned about in the Module 1 lecture, as a way to demonstrate evidence. Self-reflection through video is an excellent way to improve instructional practices.

Option #1: Sibme Video Submission & Analysis
For this option, utilize Sibme to document your ability to effectively implement best teaching practices as outlined by the Colorado Teacher Quality Standards.

For the Portfolio Project, provide video evidence of your ability to do the following:
1. Individualize an instructional approach, based on data analysis, to meet unique needs of each student.
2. Integrate literacy skills and knowledge into lessons.
3. Integrate and utilize appropriate available technology in instruction to maximize student learning.
4. Provide students with opportunities to work in collaborative teams in various roles.

A minimum of three videos will be uploaded to your huddle in Sibme by the end of Week 8. All four standard elements outlined above must be demonstrated in the video submissions. There is no time requirement for each video; however, you are encouraged to trim each video so the submitted portion clearly demonstrates the standard element(s) described above. The majority of videos submitted are between 5 and 15 minutes long.

Upload a document that identifies each video with its intended standard element(s) once your videos have been successfully uploaded to Sibme.

Option #2: **Standard Lesson Portfolio**
For this option, create a master portfolio (either using Word or a digital format) to display the lesson plans you developed throughout the course and to analyze the student data you collected after each lesson. The lessons you need to submit include the following (categorized by the module in which you will develop the lesson initially):

- Module 2 – Building Student Relationships
- Module 3 - Using Prior Knowledge and Differentiation to Increase Student Learning
- Module 4 - Data-based Differentiation
- Module 5 - Engaging and Evaluating Students in Group Work
- Module 6 - Reading, Writing, Speaking, Listening, and Technology Integration

Additionally, each lesson should demonstrate the following:
5. An individualized instructional approach, based on data analysis, to meet unique needs of each student.
6. An integration of literacy skills and knowledge into lessons.
7. An integration and utilization of appropriate available technology in instruction to maximize student learning.
8. An opportunity for students to work in collaborative teams in various roles.

Each lesson should be 2-3 pages long, cite at least two scholarly sources, and reflect any instructor feedback you received throughout the course (meaning, you should not resubmit your lessons "as is" – they should reflect some type of change and improvement based both on feedback and on a new understanding of course concepts by the end of the course).

Each lesson should also include a *reflection* on the student learning that is based on data collected after presenting the lesson. Include the data in a graphical format and discuss how you know students learned and met the desired outcomes. Or, if students did not meet the outcomes, explain the adjustments that you need to make to the lesson to ensure mastery of concepts and learning next time.

Your total Portfolio Project should be 10-15 pages long, cite 2-4 scholarly sources (some sources can be cited in multiple lessons), and delivered in an engaging, organized way.

Course Policies

Grading Scale and Policies

Course Grading

20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Paper
0%   Live Classroom

A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

In-Classroom Policies

For information on late work and incomplete grade policies, please refer to our **In-Classroom Student Policies and Guidelines** or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity
Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and internet resources.

Citing Sources with APA Style
All students are expected to follow the *CSU-Global Guide to Writing and APA* when citing in APA (based on the *APA Style Manual*, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the "APA Guide & Resources" link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement
CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette
Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.

SB 191 Teacher Quality Standards
(1 CCR 301-87 Section 3.02)

SB 191 Teacher Quality Standards *(1 CCR 301-87 Section 3.02)*	Observable Practices and Evidence
Standard I: Teachers Demonstrate Mastery of and Pedagogical Expertise in the Content They Teach The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).	

Element b: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.	• Demonstrates an understanding of literacy content and skills.
	• Makes complex reading accessible to students by:
	  • Adjusting content to students' skill levels.
	• Integrating literacy skills and knowledge into lessons.
	• Providing relevant content that addresses students' interests.
	• Provides instructional support that enhances students':
	  • Critical thinking and reasoning.
	  • Information literacy
	  • Literacy skill development.

Element f: Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.	• Selects instructional materials and strategies based on their:
	  • Relevance to students.
	  • Central contexts.
	  • Foundational evidence base.
	• Links lessons to students' prior knowledge.
	• Encourages and provides opportunities for students to make connections to prior learning.
	• Delivers lessons and units and uses instructional strategies that:
	  • Help students connect to their learning by linking the current lesson with prior knowledge, experiences, and/or cultural contexts.
	• Provide supports that facilitate engagement.
	• Delivers lessons and uses materials to ensure that students' backgrounds and contextual knowledge are considered.
	• Provides opportunities for students to self-select tasks that accelerate their learning.

	Works with the Library Media Specialists or other Technology Support to:
	• Use available technology to engage students in:
	   • Virtual or face-to-face learning activities.
	   • Real world applications.
	• Use available technology to have students:
	   • Accelerate their learning.
	   • Apply team building and networking skills.
	   • Deepen critical thinking skills.
	   • Communicate effectively.
	   • Access, retrieve, analyze, synthesize and evaluation credible information

Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.	

Element a: Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.	• Creates a classroom environment that facilitates:
	   • Mutual respect.
	   • Positive relationships between and among students.
	   • Empathy for each student.
	• Creates a classroom environment conducive to learning.
	• Creates a classroom environment which values diverse perspectives.
	• Establishes a nurturing and caring relationship with each student.

Element c: Teachers engage students as individuals with unique interests and strengths.	• Implements lessons that reflect student interests. • Encourages students to expand and enhance their learning. • Acknowledge students for their accomplishments. • Asks appropriately challenging questions of all students. • Scaffolds questions. • Gives wait time equitably. • Ensures that all students participate in class activities
Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.	
Element c: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.	• Incorporates evidence-based strategies into lessons. • Individualizes instructional approach to meet unique needs of each student.
Element d: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to	• Uses available technology to facilitate classroom instruction.

maximize student learning.	• Employs strategies and procedures to ensure that students have equitable access to available technology.
	• Monitors the use of available technology in the classroom.
	• Uses available technology to:
	  • Enhance student learning.
	  • Develop students' knowledge and skills.
	  • Enhance creative and innovative skills.
	  • Provide engaging and motivating learning experiences.

Element f: Teachers provide students with opportunities to work in teams and develop leadership qualities.	• Includes all students in individual and group activities. • Plans lessons that: • Provide opportunities for students to participate using various roles and modes of communication. • Flexibly groups students. • Adjusts team composition based on lesson objectives and student needs. • Varies group size, composition, and tasks to create opportunities for students to learn from each other.
Standard V: Teachers demonstrate leadership	
Element c: Teachers advocate for schools and students, partnering with students, families and communities as appropriate.	• Communicates with families frequently and in an inclusive manner.
Element d: Teachers demonstrate high ethical standards.	• Models ethical behavior, including honesty, integrity, fair treatment and respect for others. • Helps students understand the importance of ethical behavior as an individual and member of society.
Quality Standard VI: Teachers take responsibility for Student Academic Growth.	
Element b: Teachers demonstrate high levels of Student Academic Growth in the skills necessary for postsecondary and workforce readiness, including democratic and civic participation.	• Begin with the Colorado Academic Standards to identify critical learning goals for students • Identify available assessments that are being used in your district to evaluate student learning throughout the year. • Group available assessments according to teacher type • Determine how the results from the selected

	student learning measures will be scaled for expected growth.

	• Models the democratic ideal, including:
	    • Being a productive member of the class as a whole
	    • Connecting content to career and college readiness opportunities
	• Helps students understand the importance of ethical and legal behavior as an individual and member of society.
	• Communicate with the school nurse to gain knowledge of medical conditions and possible side effects
	• Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students, within their legal responsibilities