



**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 14-20 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.

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## **COURSE DESCRIPTION AND OUTCOMES**

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### **Course Description:**

An examination of the theories and concepts that define cultural responsiveness with an emphasis on the theory and methods for creating multiple pathways of learning to accommodate students with varying backgrounds of knowledge, readiness, language, interest, and learning styles.

### **Course Overview:**

As the school population becomes more diverse, educators must return to the diverse teaching strategies reminiscent of the one-room school. This course will prepare you to differentiate your instruction for all learners in your classrooms – whether English is their first language or second language, and whether they have special learning needs or not – by using a variety of teaching and learning approaches. You will also explore the importance of respecting the languages, cultures, abilities, and life experiences of students within a diverse school environment. Doing so will help you understand how forming these connections with students helps improve outcomes and fosters a positive mindset regarding school and learner.

### **Course Learning Outcomes:**

1. Consider the theories and concepts behind cultural, learning, and linguistic diversity.
2. Analyze how cultural and linguistic diversity as well as physical, social, emotional, intellectual development influences student learning.
3. Integrate differentiated instructional approaches to learning by focusing on the strengths and needs of diverse learners.
4. Design specific teaching strategies for one group of students that can be transferred to all learners.
5. Synthesize current theories/models and strategies of cultural responsiveness.

\* *This course meets CLD Standards 8.22 1(a, b) and TESOL Standards 1.a, 3.b; see end of syllabus for standards.*

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## PARTICIPATION & ATTENDANCE

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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 7 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.

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## COURSE MATERIALS

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### Required:

None

**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.

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## COURSE SCHEDULE

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### 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.

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## WEEKLY READING AND ASSIGNMENT DETAILS

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### Module 1

#### Readings

- Friend, B., Patrick, S., Schneider, C., & Vander Ark, T. (2017, February). *What's possible with personalized learning?* Vienna, VA: International Association for K-12 Online Learning (iNACOL). Retrieved from [https://www.inacol.org/wp-content/uploads/2017/01/iNACOL\\_Whats-Possible-with-Personalized-Learning.pdf](https://www.inacol.org/wp-content/uploads/2017/01/iNACOL_Whats-Possible-with-Personalized-Learning.pdf)
- LEAP Innovations. (2017). *LEAP learning framework*. Retrieved from <https://www.leapinnovations.org/wp-content/uploads/2019/10/Leap-Framework-Update-10-24-19-FINAL.pdf>

#### Discussion (25 points)

**Critical Thinking: Implementation of Personalized Learning Components (50 points)**

Your community of learners has diverse needs. How will you get to know your learners? For this week's assignment, you will create a sample teacher survey that could be used to help teachers evaluate their own preparedness to personalize learning for students. As you create your sample survey items, consider questions that would help you personally evaluate your own preparedness in personalizing learning for the students in your classroom. The link below will take you to a resource with tips and sample questions:

<https://www.surveymonkey.com/mp/education-surveys/>

Your survey should include item descriptors for the following four categories:

1. Learner connected
2. Learner focused
3. Learner demonstrated
4. Learner led.

Take the survey yourself and reflect on your current status in regard to the four LEAP framework components.

Discuss next steps. Based on your survey results, what will you continue to do and/or change about your current practice? Remember that it is important that your decision making is based on relevant research in the field. Your assignment should reflect connections to existing research and be cited according to the *CSU-Global Guide to Writing and APA*.

Provide a copy of the survey you created as part of your assignment submission.

#### **PORTFOLIO PROJECT REMINDER:**

For your Portfolio Project, due in Week 8 of this course, you will develop a digital personalized learning toolkit. Please go to the Module 8 folder to review the full portfolio description and grading rubric so you can begin preparing for your project now. It is wise to work on your project throughout the course so you aren't scrambling at the end. If you currently have a professional website or wiki (developed either for your personal professional use or for your work in the MSTL program), you are welcome to use it and add the components required for this project.

If you have any questions, be in touch with your instructor early in the course.

## **Module 2**

### **Readings**

- Friend, B., Patrick, S., Schneider, C., & Vander Ark, T. (2017). *What's possible with personalized learning?* Vienna, VA: International Association for K-12 Online Learning (iNACOL). Retrieved from [https://www.inacol.org/wp-content/uploads/2017/01/iNACOL\\_Whats-Possible-with-Personalized-Learning.pdf](https://www.inacol.org/wp-content/uploads/2017/01/iNACOL_Whats-Possible-with-Personalized-Learning.pdf)
- Worthen, M., & Patrick, S. (2015, November). *The iNACOL state policy frameworks 2015: 5 Critical issues to transform K-12 education*. Vienna, VA: International Association for K-12 Online Learning (iNACOL). Retrieved from <https://www.inacol.org/wp-content/uploads/2015/11/iNACOL-State-Policy-Frameworks-2015-1.pdf>

### **Discussion (25 points)**

### Critical Thinking: Personalizing a Lesson for ALL Learners (100 points)

In Module 1, you explored the LEAP framework for personalizing learning for all learners. Use that knowledge and other available resources from Modules 1 and 2 to revise the lesson plan that is linked on the assignment page, suggesting lesson modifications that will benefit your diverse classroom community. You can submit your suggested revisions in narrative format in a Word document or by downloading the lesson plan and inserting comments throughout, noting your suggested changes/additions within the lesson plan itself. Specifically, you will need to consider the following components as you make modifications:

- academics
- health and wellness
- social-emotional development
- culture and language
- living situation
- cognitive skills.

*Use the Sample Lesson Plan document provided on the assignment page to complete this assignment.* Remember that it is important that your decision making is based on relevant research in the field. Your assignment should reflect connections to existing research and be cited according to the *CSU-Global Guide to Writing and APA*.

Visit the website linked on your assignment page to see how to add comments to a Word document.

### Module 3

#### Readings

- Tomlinson, C. (1997). *What it means to teach gifted learners well*. Retrieved from <http://www.nagc.org/resources-publications/gifted-education-practices/what-it-means-teach-gifted-learners-well?id=659>
- VanTassel-Baska, J., & Stambaugh, T. (n.d.). Challenges and possibilities for serving gifted learners in the regular classroom. *Theory into Practice*, 44(3), 211–217. Retrieved from <http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=bth&AN=17539456&site=ehost-live>

#### Discussion (25 points)

#### Critical Thinking: Personalized Learning Plan (75 points)

This week you will plan how you can personalize learning for implementation in the classes you teach or with the student you are working with for this class. **Select a lesson you will be teaching next week**, and then complete the template linked on the assignment page.

In the template, do the following:

- Discuss how you currently teach the lesson.
- Identify learning targets and tasks.
- Explore how you will personalize learning for your students in the following areas: academics, health and wellness, social-emotional development, culture and language, living situation, and cognitive skills.

- Determine an assessment that can be used to evaluate the successful implementation of at least one of the personalized learning components (for which you can collect student data).

**SUPPORT YOUR CHOICES THROUGHOUT EVERY PHASE OF THE LESSON WITH RESEARCH THAT SUPPORTS ITS EFFECTIVENESS.**

**Recommended Resources:** Consider using the following resources to help you outline your differentiation strategies and ideas:

- <http://ell.nwresd.org/sites/ell.nwresd.org/files/u6/DifferentiationForELLs.pdf>
- <http://www.scholastic.com/teachers/article/differentiated-instruction-english-language-learners#top>
- <http://ell.nwresd.org/>
- <https://www.cde.state.co.us/cdesped/Accommodations>
- <https://www.cde.state.co.us/gt/dcfwk1resources>.

**Remember!** You will be implementing this plan during Week 4 of this course and then you will reflect on and evaluate the experience for your Module 4 Critical Thinking Assignment. It is important, then, that you allow yourself enough time during Week 4 to teach this new lesson and write the evidence-based reflection discussed in the Module 4 Critical Thinking Assignment. You will need to use student achievement data in this reflection for continuous improvement.

Your assignment should be thoughtful and thorough, well written, and any citations should be formatted per the *CSU-Global Guide to Writing and APA*. Include a title page for your assignment.

**Differentiation Ideas:**

- *Pre-service Teacher:* If you are not currently teaching, here are some alternatives to pursue in order to complete each CT assignment: Volunteer in a local school and collaborate with a partner teacher on a lesson that either you or your partner teacher could deliver; implement this lesson during instruction in an alternative setting (e.g., internship, tutoring, religious education class, own children, neighbors, or after school programs). Try to make this a *networking* opportunity for future employment possibilities.
- *Principal:* Coach a teacher or a group of teachers on implementing the lessons. Then, collaborate with one teacher for submission of the specific assignments as documentation of your professional coaching.

Use the template linked on the assignment page for this assignment: **Modules 3 and 4 Lesson Plan Template.**

**Module 4**

**Readings**

- Al-Ghamdi, A. (2017). Building a positive environment in classrooms through feedback and praise. *English Language Teaching, 10*(6), 37-43. Retrieved from <https://eric.ed.gov/?id=EJ1143458>
- Paul, A. M. (2013). *TIME. 4 ways to give good feedback*. Retrieved from <http://ideas.time.com/2013/03/18/four-ways-to-give-good-feedback/>

**Discussion (25 points)**

**Critical Thinking: Implementation and Reflection of Module 3 Planning Assignment (75 points)**

In Module 3 you revised a lesson you currently teach. This week you must teach that lesson plan and use the differentiated instructional approaches you identified or designed.

After you teach your lesson (or coach another teacher in implementation, if an administrator) *complete* the template that you began in Module 3. Following the guided prompts outlined on the template, please share the following:

- A self-reflection for continuous improvement based on student achievement data
- A graphical display of the student achievement data (i.e., table, graph, or chart)
- Next steps to ensure proficiency for EVERY student you work with
- Evidence of implementation (student work sample, with names omitted or blacked out; remember student confidentiality).

#### **Reflection Reminder:**

Remember to reflect on the effectiveness of the differentiated strategies you implement because you are developing instructional approaches to help personalize learning for all students. If you do not have CLD students in your current classes, consider reflecting on potential challenges you may encounter.

Your assignment should be thoughtful and thorough, well written, and formatted per the *CSU-Global Guide to Writing and APA*. Combine your completed template, graphical display of student data, and implementation evidence into a single file and upload to the Module 4 folder for submission.

## **Module 5**

### **Readings**

- Dos, B., Bay, E., Aslansoy, C., Tiryaki, B., Çetin, N., & Duman, C. (2016). An analysis of teachers' questioning strategies. *Educational Research and Reviews*, 11(22), 2065-2078. doi:10.5897/ERR2016.3014. Retrieved from <http://academicjournals.org/journal/ERR/article-full-text-pdf/A09F37161683>
- Hockett, J. (2014). *Five tips for getting started with differentiation in a secondary classroom*. Retrieved from <http://inservice.ascd.org/five-tips-for-getting-started-with-differentiation-in-a-secondary-classroom/>

### **Discussion (25 points)**

#### **Critical Thinking: Personalized Learning Plan: Determining Background Knowledge to Enhance Lesson Effectiveness (75 points)**

This week you will plan how you can personalize learning for implementation in the classes you teach or with the student you are working with for this class.

**Select a lesson you will be teaching next week**, and then complete the template linked on the assignment page:

- Discuss how you currently teach the lesson.
- Identify learning targets and tasks.

- Explain how you will determine students' prior knowledge on the chosen topic as well as how that information will impact the lesson.
- Explore how you will personalize learning for your students in the following areas: academics, health and wellness, social-emotional development, culture and language, living situation, and cognitive skills.
- Determine an assessment that can be used to determine successful implementation of at least one of the personalized learning components (for which you can collect student data).

**SUPPORT YOUR CHOICES THROUGHOUT EVERY PHASE OF THE LESSON WITH RESEARCH THAT SUPPORTS ITS EFFECTIVENESS.**

**Recommended Resources:** Consider using the following resources to help you outline your differentiation strategies and ideas:

- <http://ell.nwresd.org/sites/ell.nwresd.org/files/u6/DifferentiationForELLs.pdf>
- <http://www.scholastic.com/teachers/article/differentiated-instruction-english-language-learners#top>
- <http://ell.nwresd.org/>.

**Remember!** You will be implementing this plan during Week 6 of this course and then you will reflect on and evaluate the experience for your Module 6 Critical Thinking Assignment. It is important, then, that you allow yourself enough time during Week 6 to teach this new lesson and write the evidence-based reflection discussed in the Module 6 Critical Thinking Assignment. You will need to use student achievement data in this reflection for continuous improvement.

Your assignment should be thoughtful and thorough, well written, and any citations should be formatted per the *CSU-Global Guide to Writing and APA*. Include a title page for your assignment.

**Differentiation Ideas:**

- *Pre-service Teacher:* If you are not currently teaching, here are some alternatives to pursue in order to complete each CT assignment: Volunteer in a local school and collaborate with a partner teacher on a lesson that either you or your partner teacher could deliver; implement this lesson during instruction in an alternative setting (e.g., internship, tutoring, religious education class, own children, neighbors, or after school programs). Try to make this a *networking* opportunity for future employment possibilities.
- *Principal:* Coach a teacher or a group of teachers on implementing the lessons. Then, collaborate with one teacher for submission of the specific assignments as documentation of your professional coaching.

Use the template linked on your assignment page for this assignment: **Modules 5 and 6 Lesson Plan Template.**

**Module 6**

**Readings**

- McIntyre, T., Barowsky, E., & Tong, V. (2011). The psychological, behavioral, and educational impact of immigration: Helping recent immigrant students to succeed in North American schools. *JAASEP*, 4-21. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1137000.pdf>

- Sparks, S. D. (2013). Students' Social, Emotional Needs Entwined With Learning, Security. *Education Week*, 32(16), 16.

### **Discussion (25 points)**

#### **Critical Thinking: Implementation and Reflection of Module 5 Planning Assignment (75 points)**

In Module 5, you revised a lesson plan you currently teach. This week you must implement the lesson plan and the differentiated instructional approaches.

After you teach your lesson (or coach another teacher in implementation, if an administrator) complete the template that you began in Module 5. Following the guided prompts outlined on the template, please share:

- A self-reflection for continuous improvement based on student achievement data
- A graphical display of the student achievement data (i.e., table, graph, or chart)
- Next steps to ensure proficiency for EVERY student you work with
- Evidence of implementation (student work sample, with names omitted or blacked out; remember student confidentiality).

#### **Reflection Reminder:**

Remember to reflect on the effectiveness of the differentiated strategies you implement because you are developing instructional approaches to help *all* learners. If you do not have CLD students in your current classes, consider reflecting on potential challenges you may encounter.

Your assignment should be thoughtful and thorough, well written, and formatted per the *CSU-Global Guide to Writing and APA*. Combine your completed template, graphical display of student data, and implementation evidence into a single file and upload to the Module 6 folder for submission.

## **Module 7**

### **Readings**

- Klein, E., & Hollingshead, A. (2015). Collaboration between special and physical education: The benefits of a healthy lifestyle for all students. *Teaching Exceptional Children*, 47(3), 163-171.
- LEAP. (n.d.). Resource: Tools for personalized learning. Retrieved from <http://leaplearningframework.org/resources/>
- Stevens-Smith, D. (2016). Active bodies/active brains: The relationship between physical engagement and children's brain development. *Physical Educator*, 73(4), 719-732.

### **Discussion (25 points)**

#### **PORTFOLIO PROJECT REMINDER:**

There is no Critical Thinking Assignment this week, so take time to either set up or add to your professional website where you will house all the resources and materials you need for your final Portfolio Project. Remember that this site should be a tool that you can use, share with colleagues, and refer to when planning future lessons to ensure your continued use of effective instructional strategies for diverse learners. Keep this in mind as you organize and develop the materials on your site.



As stated in the Portfolio Project description, you can use any online website creation tool you want (Google Sites, Weebly, Wix, for example); however, you will want to make sure that it is compatible or can be linked from your school's website (again, the point is to share what you learn and to be able to use it in a few clicks). Bear in mind that you may have *already developed* a professional website or wiki or some other source sharing site in another course in your MSTL program; feel free to use and build upon your existing site if you have one. This website needs to be public, the instructor needs to have easy access, and the required content (tabs) for this course need to be easy to locate.

Begin (or continue) compiling your findings from your Critical Thinking Assignments and Discussion Board postings. Remember to make adjustments to all of your work thus far based on feedback from your instructor. Consider revisiting the Portfolio Project description and the grading rubric found in the Module 8 folder so you know exactly how to construct your final project. Utilize the following resource (and others) to get ideas for your website:

<http://leaplearningframework.org/resources/>.

Items (web page tabs) to include in your website:

- **Academic and Cognitive Skills:** Embed ways to, 1) pre-assess the prior knowledge and experiences your learners bring to the classroom, and 2) discuss alternate instructional/assessment methods that will assist or differentiate for ANY student that needs it (e.g., students with disabilities, CLD student with a disability, students with gifts, or general education students).
- **Health and Wellness:** (1) Discuss the importance of a healthy lifestyle, and (2) suggest activities to promote health and wellness in the general education classroom.
- **Social-Emotional Development:** Discuss ways to build relationships with all learners and promote a positive classroom environment.
- **Culture and Language:** Include strategies and tools that demonstrate you respect and embrace diverse cultures and languages in your classroom.
- **Living Situation:** Explore the impact the living situation has on a student's learning.
- **Reflection:** Discuss why research-based strategies should be used to instruct learners in order to create a culturally responsive classroom environment.
- **References Page:** All items listed above should be added to the website and APA formatted per the *CSU-Global Guide to Writing and APA*.

If you have any questions, be in touch with your instructor.

## Module 8

### Readings

- Alber, R. (2015). *How student centered is your classroom?* Retrieved from <https://www.edutopia.org/blog/how-student-centered-your-classroom-rebecca-alber>
- Block, J. (2017). *Letting students succeed as themselves*. Retrieved from <https://www.edutopia.org/blog/letting-students-succeed-themselves-joshua-block>

### Discussion (25 points)

**Portfolio Project: Professional Personalized Learning and Cultural Responsiveness Website (350 points)**

For the final Portfolio Project, you are going to create a professional website where you can store, create, and share resources that relate to personalized learning and cultural responsiveness in the differentiated classroom.

You can use any online website creation tool that you want to (Google Sites, Weebly, Wix, Wikispaces, for example) in order to create this website; however, you will want to make sure that it is compatible or can be linked from your school's website (again, the point is to share what you learn and to be able to use it in a few clicks). Bear in mind that you may have *already developed* a professional website or wiki or some other resource sharing site in another course in your MSTL program; feel free to use and build upon your existing site. This website needs to be public, the instructor needs to have easy access, and the required content (tabs) for this course need to be easy to locate.

Utilize the following resource (and others) to get ideas for your site and the toolkit of resources you are building: <http://leaplearningframework.org/resources/>.

When organizing the website, you will need tabs/sections as defined below. Include narrative content as well as interactive content (links, videos, or files, for example). *Additionally, write a one-page reflection on why research-based strategies should be used to instruct learners in order to create a culturally responsive classroom environment.* Cite at least two scholarly articles within your reflection. Within the document you submit to the dropbox (the one-page reflection), include a link to your website so the instructor can access and review it.

Items (web page tabs) to include on your website:

1. **Academic and Cognitive Skills:** Embed ways to, (1) pre-assess the prior knowledge and experiences your learners bring to the classroom, and (2) discuss alternate instructional/assessment methods that will assist or differentiate for ANY student that needs it (e.g., students with disabilities, CLD student with a disability, students with gifts, or general education students).
2. **Health and Wellness:** 1) Discuss the importance of a healthy lifestyle, and 2) suggest activities to promote health and wellness in the general education classroom.
3. **Social-Emotional Development:** Discuss ways to build relationships with all learners and promote a positive classroom environment.
4. **Culture and Language:** Include strategies and tools that demonstrate you respect and embrace diverse cultures and languages in your classroom.
5. **Living Situation:** Explore the impact the living situation has on a student's learning.
6. **Reflection:** Discuss why research-based strategies should be used to instruct learners in order to create a culturally responsive classroom environment.
7. **References Page:** All items listed above should be added to the website and APA formatted.

Your website should be thoughtful and thorough, the narrative portions well written, the graphical displays well presented, and any formal citations formatted per the *CSU-Global Guide to Writing and APA*.

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## COURSE POLICIES

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Grading Scale	
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

### Course Grading

20% Discussion Participation  
45% Critical Thinking Assignments  
35% Final Portfolio Project

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## IN-CLASSROOM POLICIES

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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 Requirements* 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 Requirements* 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](mailto: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, but is not limited to, 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.

**CDL Standards/TESOL Standards for P-12 Teacher Education Programs:** *This course meets CLD Standards 8.22 1(a, b) and TESOL Standards 1.a, 3.b*

<b>SB 191 Teacher Quality Standards (1 CCR 301-87 Section 3.02)</b>	<b>Observable Practices and Evidence, While Demonstrating the Knowledge and Skills aligned with the 8.0 Standards</b>
<b>Standard I: Teachers Demonstrate Mastery of and Pedagogical Expertise in the Content They Teach</b> The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages).	

<p>The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).</p>	
<p><b>Element f:</b> Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.</p>	<ul style="list-style-type: none"> <li>● Selects instructional materials and strategies based on their: <ul style="list-style-type: none"> <li>● Relevance to students.</li> <li>● Central contexts.</li> <li>● Foundational evidence base.</li> </ul> </li> <li>● Links lessons to students' prior knowledge.</li> <li>● Encourages and provides opportunities for students to make connections to prior learning.</li> <li>● Delivers lessons and units and uses instructional strategies that: <ul style="list-style-type: none"> <li>● Help students connect to their learning by linking the current lesson with prior knowledge, experiences, and/or cultural contexts.</li> </ul> </li> <li>● Provide supports that facilitate engagement.</li> <li>● Delivers lessons and uses materials to ensure that students' backgrounds and contextual knowledge are considered.</li> <li>● Provides opportunities for students to self-select tasks that accelerate their learning.</li> </ul>
<p><b>Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.</b></p>	
<p><b>Element b:</b> Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.</p>	<ul style="list-style-type: none"> <li>● Explore how you will generally differentiate your lesson using pre-assessment strategies, scaffolding approaches, CLD instructional approaches, and learning environment.</li> <li>● <b>A self-reflection for continuous improvement based on student achievement data</b></li> <li>● <b>A graphical display of the student achievement data</b></li> <li>● <b>Next steps to ensure proficiency for EVERY student you work with</b></li> </ul>
<p><b>Element c:</b> Teachers engage students as individuals with unique interests and strengths.</p>	<ul style="list-style-type: none"> <li>● Implements lessons that reflect student interests.</li> <li>● Encourages students to expand and enhance their learning.</li> <li>● Acknowledges students for their accomplishments.</li> <li>● Asks appropriately challenging questions of all students.</li> <li>● Scaffolds questions.</li> <li>● Gives wait time equitably.</li> <li>● Ensures that all students participate in class activities</li> </ul>
<p><b>Element d:</b> Teachers adapt their teaching for the benefit of all students, including those with special needs across a range of ability levels.</p>	<ul style="list-style-type: none"> <li>● Explore how you will generally differentiate your lesson using pre-assessment strategies, scaffolding approaches, special needs instructional approaches, and learning environment.</li> <li>● <b>A self-reflection for continuous improvement based on student achievement data</b></li> </ul>

	<ul style="list-style-type: none"> <li>● A graphical display of the student achievement data</li> <li>● Next steps to ensure proficiency for EVERY student you work with</li> </ul>
<p><b>Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.</b></p>	
<p><b>Element c:</b> Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.</p>	<ul style="list-style-type: none"> <li>● Incorporates evidence-based strategies into lessons.</li> <li>● Individualizes instructional approach to meet unique needs of each student.</li> </ul>