

## RELAY RESPONSE CHART, Elementary Education Proposal October 10, 2016

Relay Module	CSDE Feedback, October 3, 2016	Relay Response, October 10, 2016
<b>ELEMENTARY</b>		
General	For consistency's sake, all modules should have descriptive session summaries instead of just session titles.	Thank you for the recommendation. Candidates have access to all of this information through the Course Platform. As we continue to update our supplemental materials, we will add to the descriptive summaries to ensure consistency.
CK-100: Content Resources	<p>1) Need to present more of a balance between ELA and math content. For example, if three ELA resources are given, then three math sources should be provided</p> <p>2) Need to identify how students are evaluated for this module since no assessment is identified.</p>	<p>1) In this module, candidates have access to three distinct ELA resources and three math resources in addition to four general resources and specific science and social studies resources. There is an equal balance of math and ELA resources.</p> <p>2) Candidates are enrolled in this module as auditors and have access to the content and instruction as a resource. As such, there is no assessment attached to this module. Additionally, we have also updated our scope and sequence to indicate that no credit is awarded for this module.</p>
CK-101 Introduction to Standards	This module touches upon the ACEI standards listed, but doesn't seem to go deep enough to fully address the standards. Please note: These standards are addressed in depth through completion of the <b>entire</b> program.	We agree that this is just an introduction to each of ACEI standards associated with it. The Relay program is spiraled and each of these standards is addressed, in depth, in at least one additional module. For standards 2.1, 2.2 and 2.3 these are addressed at least 2 more times across modules.
CC101: Classroom Management Systems	Need to include recent relevant selected readings	<p>We updated the syllabus with recent readings included in the most updated version taught this year. These readings include:</p> <ul style="list-style-type: none"> <li>• Curwin, R. (2013). Affirmative classroom management: How do I develop effective rules and consequences in my school? Alexandria, VA: ASCD</li> <li>• Lemov, D. (2015). Teach like a champion 2.0: 62 techniques that put students on the path to college (Second ed.). San Francisco: Jossey-Bass</li> <li>• Milner, H., &amp; Tenore, F. (2010). Classroom Management In Diverse</li> </ul>

		Classrooms. Urban Education, 45, 560-603
LIT101: Supporting Comprehensive Reading	<p>1) Time allocated to train candidates around decoding is insufficient. A great deal of time is spent on text-dependent questions. Reallocate more time to training around decoding instruction since this is a primary focus of elementary education teachers.</p> <p>2) Training around guided reading is too narrow. For example, the Fountas &amp; Pinnel program is not the only guided reading program, and candidates need to be trained around multiple programs and approaches.</p> <p>3) Combine module sessions 8 and 10 to ensure a coherent scope and sequence of training for candidates; likewise for module sessions 9 and 11.</p> <p>4) Since guided reading is the focus, we don't recommend the study of one particular program and their leveling (i.e. Fountas &amp; Pinnel). It should identify multiple programs commonly found in schools (i.e. DRA, Scholastic, Mondo) and how certain skills are found within similar levels.</p> <p>Originally there was a concern about the lack of time (30 min, OL) spent on decoding, but now we can see that decoding/phonological awareness is addressed in a subsequent module (13.5 hours).</p>	<p>1) Candidates are also enrolled in ECE LIT-101 focusing entirely on Phonological Awareness.</p> <p>2) Training on Guided Reading is quite extensive and not limited to Fountas and Pinnel. Candidates are trained to measure and use Lexile text levels, Fleisch-Kincaid Grade Levels, DRA, STEP Literacy Assessment and other tools to measure text complexity and to assess student learning. Candidates are also trained to avoid some of the common pitfalls in using any one system and program as they develop and plan for guided reading. In the syllabus, the session descriptions describe the coursework candidates engage in that is not limited to a single approach or program. Additionally, candidates are paired with experienced instructors in classrooms and will receive training on the guided reading systems used in their schools.</p> <p>3) Sessions 8 and 9 are online sessions and session 10 and 11 are in person. In practice, candidates complete session 8 online before session 10 in person session and session 9 before session 11 in person. We agree that this creates more coherence and in the next iteration will more clearly delineate this.</p> <p>4) We agree. As noted in our previous response, training on Guided Reading is quite extensive and not limited to Fountas and Pinnel. Candidates are trained to measure and use Lexile text levels, Fleisch-Kincaid Grade Levels, DRA, STEP Literacy Assessment and other tools to measure text complexity and to assess student learning. Candidates are also trained to avoid some of the common pitfalls in using any one system and program as they develop and plan for guided reading. In the syllabus, the session descriptions describe the coursework candidates engage in that is not limited to a single approach or program. Additionally, candidates are paired with experienced instructors in classrooms and will receive training on the guided reading systems used in their schools.</p>
ECELIT-101 Phonological Awareness	Assessment needs to align to the evaluation of understanding of phonological awareness. The current assessment, which has the participant identify times in a schedule that phonological awareness can be taught, does not measure understanding.	In addition to identifying where in the schedule phonological awareness can be taught, candidates submit a lesson plan that highlights teaching and a narrative reflection evaluating their teaching. We have updated the assessment description to clarify this expectation.
SOP105: The Together Teacher	Module assessment still needs to be revised in accordance with the July 2016 CSDE feedback report.	We have updated how the assessment will be graded and used in the course syllabi document.
TC102: Using Data to	Module still needs to be revised in accordance with the July	We updated this module with two readings associated with the module, as

Drive Instruction	2016 CSDE feedback report	noted in the course syllabi document. We are also revising this module this academic year and will update with more selected readings to accompany the in-person instruction associated with this module.
SOP200: Integrating the Elements of Effective Instruction	Assessment still needs to be revised in accordance with the July 2016 CSDE feedback report.	We updated the syllabi with a description of the tool that will be used when grading the candidates reflection as well as what candidates will take away from this experience.
Assessment: TC101: Designing and Evaluating Assessments	<p>1) Training is still insufficient. There is no evidence that candidates will receive training around critical areas of classroom assessment as described by the CCT and national content standards.</p> <p>2) Although the module explores characteristics of high-quality assessment items and constructing items, this seems to have a more formal (summative) aspect to it. Time should be dedicated to informal (formative) assessment.</p>	<p>1) In addition to the updated syllabi, please see the CCT alignment document to see how assessment training spans across several modules (including TC-101: Designing and Evaluating Assessments). I've included the most relevant excerpts from that document below. We will also re-submit the CCT alignment document to demonstrate the depth and scope of our training on assessments.</p> <p>2) We revised this module this fall to include even more clarity about the role of assessment in teaching, per feedback from the previous round.</p> <p>This module now introduces the idea of assessment and provides clear distinction between formative and summative assessment. Candidates engage with an excerpt of James McMillan's 2011 text <i>Classroom Assessment</i> to gain an understanding of the difference and to interact with the definitions and concrete examples.</p> <p>1 cont.) As mentioned above, candidates begin exploring the idea of assessment in their first summer in TC-111: Introduction to Lesson Planning. Candidates explore the idea of designing lesson plans focused on daily learning objectives incorporating a form of assessment as often as possible. Candidates engage with research to uncover the importance of gathering formative assessment data and begin to explore how assessment items may be structured or crafted to address different levels of cognitive skills and aligning to objectives.</p> <p>Candidates continue this work in TC-101, which is described in depth above. Candidates engage even more deeply with the varying purposes and types of assessments. Candidates leverage this understanding in their assessment for SGA-101 when they submit their Year 1 pathway. In the pathway, candidates identify and justify their scope and sequence and their assessment tools.</p> <p>In LIT-101, as described above, candidates engage deeply with a wide variety of assessments that may be used to assess each component of reading development. Candidates investigate how they might use the individual data in their instruction and planning for the year. In this module,</p>

candidates also explore the purpose of text-dependent questions as assessment items. Candidates analyze sample questions to determine alignment with Common Core standards and to unpack skills necessary to tackle the complexity and rigor present in the question. Candidates explore how writing targeted answers and using released assessment items add to their understanding of the alignment, complexity and rigor of the task. As candidates practice crafting their own text-dependent questions, they explore how and when they might use these as a formative or summative assessment in their teaching.

As described previously, candidates spend significant time studying a variety of writing assessment tools- identifying how and when they might leverage different tools. Candidates continue this investigation in LIT-201 and apply these assessment tools to a variety of writing genres.

As candidates learn the purpose and design of various assessment types in TC-101 described above, they are also evaluating and designing their own formative and summative assessments. In these modules, candidates have the opportunity to design their own and are asked to justify their design. Candidates receive feedback on both their design and their rationale from either a peer or their instructor prior to submitting a final design. Again, as described above, a theme throughout each of these modules is alignment between the assessment item and the standard or learning objective the teacher is setting out to assess.

Within TC-200: Feedback and Grading, candidates explore the importance of giving meaningful feedback and grades to students. The module is centered on the idea that students must be able to understand where a grade comes from- what she did well on, what she needs to improve on and how she can put these improvements in action. By giving meaning to grades, assessments become a tool “to increase student achievement rather than to just measure for reporting purposes” (Saphier, Haley-Speca & Gower, 2008). The module explores how teachers can provide students with a clear picture of the overall grading system and assessment-specific grading criteria to build students’ understanding of each grade. Candidates explore concrete examples of how to teach students to make meaning of their grades, learn about the positive effects this instruction has on student motivation and learning and identify the importance of timeliness in feedback for students to make meaning of their grades and feedback. Candidates explore best practices including engaging in a think aloud reflection and modeling processing feedback, creating a system for test corrections and error analysis and designing and communicating clear evaluation criteria and rubrics.

As described above, in LIT-102 and LIT-201 candidates engage deeply with



		<p>writing rubrics and explore how to use rubrics to create a common language and set common expectations for writing with students. In LIT-201, candidates explore how to leverage these rubrics to begin to shift some analysis and ownership of growth over to students through writing conferences.</p>
OTHER	How are the literacy teachers who will work with Relay/GSE candidates selected?	<p>Relay GSE candidates will be instructed in literacy by an Adjunct Professor.</p> <p>Additionally, every candidate has a Resident Advisor (RA), who directly oversees clinical practice and the student teaching experience.</p> <p>RAs are selected for every licensure-seeking candidate. These individuals will provide a window into teaching, into the curriculum, and into school culture for the candidate. The ideal RA is a skilled teacher in the same content area as the candidate; has multiple years of teaching experience; is a great communicator; and is a potential up-and-comer who a principal may want to “develop up” to assume more leadership as time goes on.</p> <p>RAs must meet the following requirements:</p> <ul style="list-style-type: none"> <li>○ Record of high student achievement</li> <li>○ Commitment to supporting the development of a novice educator</li> <li>○ Support and endorsement from School Leader</li> </ul> <p>District partners identify strong potential mentor teachers – RAs – through principal identification and data. Relay GSE works with the district to ensure each RA understands the responsibilities and is an exemplar teacher for the candidate to observe and work alongside. Relay GSE then provides training and ongoing support for this very collaborative partnership in support of the candidate.</p> <p>In addition to the RAs, schools may assign other teachers for the candidate to observe to address candidate-specific learning needs. This can include excellent literacy teachers across the elementary grade levels.</p>
CCT 5.2	The syllabi descriptions do not seem to identify formative assessments. The descriptions match a more formalized assessment associated with summative assessments.	<p>As described above, we have updated TC-101 to include even more direct and clear instruction around the distinction between formative and summative assessments. Additionally, candidates engage even more with formative assessments in:</p> <p>Math-101: Understanding Number Sense as they utilize and analyze student understanding from formative assessments.</p> <p>TC-121: Checking for Understanding as they leverage 2-3 concrete techniques in their class to formatively assess student learning and adjust instruction accordingly.</p>

ACEI	All standards have been addressed throughout the program course descriptions.	Thank you for this acknowledgement.
<b>ELA</b>		
TEL211: Teaching Struggling Writers	Module still needs to be revised in accordance with the July 2016 CSDE feedback report	This module is set to be revised in the upcoming year and we will update to include more current readings to address the shifts in writing instruction that has come with the CCSS.
<b>MATH</b>		
TC121: Checking for Understanding	Module still needs to be revised in accordance with the July 2016 CSDE feedback report	As we continue to revise our curriculum, we will look forward for ways to provide more opportunities for teachers to be reflective practitioners. We believe there are many opportunities across a range of modules for candidates to develop this skill, however, we recognize the power of this skill and commit to further our candidates' development.
Other	Additional Comments Section: Relay has indicated "For the ARC program, we will find a way to include math content and instruction related to the NCTM standards below." How and when will these critical knowledge and skills be incorporated into the ARC program training?	This instruction is now included in the second summer of the program. This is included in our Syllabi for the ARC program (Summer 1 through Summer 2 terms).
<b>SCIENCE</b>		
SCI215: Rigorous Scientific Discussions and SCI216: Inquiry through the SE Model	Relay/GSE has indicated that knowledge and skills described by the national and CCT standards will be incorporated into the ARC program in these modules. How and when will these critical knowledge and skills be incorporated into the ARC program training?	This instruction is now included in the second summer of the program. This is included in our Syllabi for the ARC program (Summer 1 through Summer 2 terms).
<b>KEY ASSESSMENTS</b>		
Assessment #6 (all content areas).	This is an assessment of candidate reflection, which is not an assessment or evaluation of actual performance (which is required of all national standards and the CCT).	We have updated Assessment #6 for Elementary, Math and ELA to include an analysis of student work. Additionally, we have included an evaluative component for the video and are using it as an additional opportunity to score candidates on Relay's observation rubric. Both of these will be used to evaluate candidates.  The Science Assessment #6 previously submitted included an evaluation of safety plans and quiz submitted by candidates, in addition to reflection.
Assessment #7 (ELA).	This is an assessment of candidate reflection, which is not an assessment or evaluation of actual performance (which is required of all national standards and the CCT).	We have updated Assessment #7 for ELA to be evaluative. The rubric evaluates the candidates plan for incorporating cultural responsiveness into teaching and more clearly delineates how the submitted lesson plan will be assessed as well.



**General Program Description**

The prevailing trend in teacher training programs is to offer a set of courses, each stretching across a fourteen-week semester. Relay GSE has structured its program differently. Instead of taking courses, candidates enroll in approximately 25 modules each year. Each module is aligned with one of Relay GSE’s Elements of Effective Instruction: Self and Other People, Teaching Cycle, Classroom Culture, and Content. Modules range in length from a stand-alone three hour session to multi-hour instruction across the semester — they are as long as the content requires rather than a fixed, standardized length. With a modular format, it is possible to spiral and reinforce ideas over the year. This provides candidates multiple opportunities to engage with topics and build skills throughout the duration program.

With the large number of modules, designed around a set of Core and Content concepts, it can be challenging to see the type and quality of trainings candidates are getting with key standards. Therefore, in the narrative below, we have highlighted the primary ways candidates will interact with the CSDE’s prioritized CCT standards during their year-long Relay GSE experience.

**Relay ARC Elementary**

<b>1. Content and Essential Skills:</b>		
<i>Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field by:</i>		
<b>1.1</b>	Demonstrating proficiency in reading, writing, and mathematics skills [Praxis I/Core or Waiver];	Praxis 1/Core or Waiver
<b>1.2</b>	Demonstrating discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards [Praxis II, Foundations of Reading, etc.];	Praxis II, Foundations of Reading, etc.

<p><b>1.3</b></p>	<p>Using developmentally appropriate verbal, non-verbal and technological communications</p>	<p>Clear and unambiguous communication is an essential for effective teaching. In the first summer, candidates are introduced to theories and research on children’s development from early childhood through late adolescence and focus on four major areas of development: physical, social-emotional, cognitive, and language. They will read research on each of these areas, identify and describe developmentally appropriate content or teaching strategies in action with diverse teaching videos and practice incorporating related best practices into lesson plans. At the conclusion, candidates have the opportunity to explore more topics related to child development. These include topics related to mental health, friend groups, family structures, gender development, and other topics that influence adolescent development.</p> <p>Following this introduction, the course reintroduces theory and covers best practices associated with child development as they continue to develop their verbal, non-verbal, and technical communications. In the first summer, candidates engage in three classroom culture modules: CC-110, CC-111 and CC-101 which will engage them with research and learn practical skills for establishing and communicating a calm and safe classroom environment. With each of these modules, candidates continuously refer back to developmental benchmarks to ensure they are setting students up for practical success and setting achievable expectations and goals for students at their grade level. The practice component of these modules focuses on the verbal and non-verbal delivery communication of expectations which assists the candidates to develop a warm and demanding tone. They will gain practical tools paired with significant practice around using non-verbal skills (such as proximity, eye contact, and hand gestures) and the use of technology for effectively communicating with students and families.</p>
<p><b>1.4</b></p>	<p>Using technological and digital resources to promote learning, collaboration with colleagues and communication within a learning community;</p>	<p>With almost 40% of the Relay GSE coursework online, candidates have frequent opportunities to use technical and digital resources to promote learning, collaboration with colleagues and communication within the learning community. In each module, candidates may participate in an online discussion forum, provide peer feedback on elements, concepts and sample teaching videos or explore online resources through a resource bank and Relay’s online video library.</p> <p>Relay’s in-person sessions are similarly rooted in technological and digital resources. Here, candidates may practice teaching with document cameras, participate in model lessons using online simulations, watch videos from Relay’s online video library or use a collaborative online resources (like Google Docs) to provide real-time feedback to each other.</p>

<p><b>1.5</b></p>	<p>Demonstrating understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting; and</p>	<p>Elementary coursework focuses heavily on developing literacy skills. Below we will highlight how this standard is addressed in LIT-101: Supporting Comprehension in Reading, LIT-103: Reading Informational Texts and Writing about Reading, and LIT-202: Speaking and Listening.</p> <p>In LIT-101, candidates begin with an introduction to elementary literacy through learning about the strands of literacy outlined in the Common Core State Standards- reading, writing, language, speaking, and listening- and observing video of instruction related to each strand. Candidates explore the content standards for multiple grade levels and build fluency with reading the standards and navigating the resources available for teachers. Specifically candidates explore how anchor standards relate to grade-level standards, identifying the strands of literacy that the standards support and how the appendices support the implementation of standards-aligned instruction. Candidates then engage with theory and research underscoring the importance of early literacy.</p> <p>Candidates explore the theory and best practices related to explicit vocabulary instruction, learning about and practicing best practices for vocabulary instruction. Candidates then explore how to leverage read alouds to build CCSS-aligned reading comprehension skills- all to equip candidates to guide students to construct meaning through reading.</p> <p>In LIT-103: Reading Informational Texts and Writing about Reading, candidates explore how to teach students to make sense of informational texts, how to respond to those texts in writing and how to create the classroom conditions that support high-volume, high-interest informational reading. This module aims to guide candidates to understand the unique characteristics and demands of informational texts and to learn how specific teaching techniques support students in comprehending them.</p> <p>Candidates begin by exploring the unique characteristics of informational texts and about how our instructional approaches differ across genres. Candidates then learn about texts sets and how to leverage them as an instruction tool to facilitate high volume reading. In this, candidates engage with theory and best practices, as well as have the opportunity to observe master teachers leveraging texts sets- watching specifically for how the teacher uses them to engage students and to set students up to construct meaning.</p> <p>Candidates then explore how to use writing during and after reading to support students'</p>
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		<p>comprehension and writing development. Candidates explore several structures teachers use in class to facilitate this and evaluate when they might use each structure. Candidates then have the chance to see these strategies in action- by analyzing sample student work products, watching video of master teachers facilitating opportunities to write about reading and analyzing sample lesson plans.</p> <p>In LIT-202: Speaking and Listening, candidates learn about the skills students need to participate in rich and rigorous academic discussion. Candidates analyze the Common Core State Standards for Speaking and Listening. Candidates work to deconstruct the standards to identify the skills embedded within each and to identify how the skills progress across grade levels.</p> <p>Candidates then learn the features of academic language, identify how to teach and support language options in the classrooms, develop criteria for successful active listening in classroom discussions, and finally develop a plan to support speaking and listening on an ongoing basis.</p>
<p><b>1.6</b></p>	<p>Demonstrating understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.</p>	<p>Candidates focus on numeracy and analytical skills in Math-101: Understanding Number Sense and Math-102: Understanding Operations.</p> <p>These two modules utilize a similar structure. In both modules, candidates learn about the importance of grade-band specific content and practice analyzing student work to determine conceptual understandings and foundational misconceptions a student shows within the content. <i>For example</i>, in Math-101, candidates teaching 3<sup>rd</sup> through 5<sup>th</sup> grade begin with an introduction to numbers and place value. During this session, candidates learn definitions for terms associated with multiplication and division and learn about the inverse relationship between multiplication and division. As candidates focus on this content, they have the opportunity to practice analyzing example student work and aim to leverage their new understanding to annotate and explain student thinking as demonstrated in the student work.</p> <p>Candidates teaching 3<sup>rd</sup> through 5<sup>th</sup> grade then move on to learning how to solve basic multiplication and division problems with the strategies of repeated addition and subtraction. Candidates learn when to introduce these strategies and when students can best use them. Candidates have the opportunity to explore student work samples and analyze their use of these two strategies to demonstrate conceptual understanding.</p> <p>In the subsequent session, candidates teaching 3<sup>rd</sup> through 5<sup>th</sup> grade learn about equal grouping</p>

		<p>problems and the different models that can be used to solve them. Candidates learn how these models support student understanding and which models are best suited for specific types of problems. As candidates learn about the models, they have the opportunity to analyze how students use these models to solve multiplication and division problems.</p> <p>Next, in this module, candidates who teach 3<sup>rd</sup> through 5<sup>th</sup> grade learn about multiplicative comparison problems. Candidates learn where these kinds of problems fit into the progression from 3<sup>rd</sup> through 5<sup>th</sup> grade and explore the implications of this for their own teaching. Candidates explore how remainders are interpreted and analyze the progression and purpose of algorithms for multiplication and division. Candidates explore how they can leverage their understanding of this content to support students as they further develop their conceptual understanding of multiplication and division.</p> <p>Following this instruction, candidates gather for three in-person sessions where they apply their content knowledge and understanding of student learning as they compare and describe the connection between mathematical tasks that required contextualizing and decontextualizing. Additionally, candidates practice integrating the Standards for Mathematical Practice into lessons designed on this content. Candidates analyze lesson plans and observe master teachers via live modeling and videos to observe how teachers are both teaching accurate and precise content and integrating Standards for Mathematical Practice. Finally, candidates analyze student tasks connected to this content area- identifying errors in the work and determining what the underlying misconception reveals about multiplication and division. Candidates analyze to determine next steps to address misconceptions and practice responding to students with their colleagues in practices lessons.</p>
<p><b>2. <u>Classroom Environment, Student Engagement and Commitment to Learning</u></b></p> <p><i>Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community by:</i></p>		
<p><b>2.1</b></p>	<p>Creating a class climate that is responsive to and respectful of the</p>	<p>Effective teachers establish safe and respectful learning environments for their students. Relay candidates begin building skills related to this in their first summer. Throughout the year, candidates continue to explore these ideas with even more depth. Beginning with SOP-111: Exploring Teacher Identity, candidates examine their personal identity markers in the context of</p>



[learning needs of students](#) with diverse backgrounds, interests and performance levels;

their role as teacher. Reflecting on biases or commonly held beliefs they bring to teaching, they see the interlocking systems of oppression and the implications of these systems on teaching practices.

Candidates take a first critical step of exploring their own identity and role in shaping classroom culture, laying a foundation for creating a class climate that is responsive and respectful to all students' backgrounds, interests and performance levels. This is followed by SOP-210: Culturally Responsive Teaching, which explores some of the conceptual underpinnings of culturally responsive teaching and the tenets for effective practice. Candidates see diverse video examples of culturally responsive teaching and classrooms that exude a climate that is responsive and respectful of the diversity of students. Candidates have the opportunity to practice these skills and receive feedback from their instructors and peers.

From here, candidates engage with an introduction to serving diverse populations of students in TEL-200: Supporting Students with Disabilities. In this module, candidates explore the legal frameworks and best practices needed to effectively serve all students with disabilities. Candidates read research and theory for serving all students, and pair that with practical teacher actions, strategies and best practices for creating inclusive and positive environments.

In the spring, candidates take TEL-204: Supporting English Language Learners. This module, they will learn about the legal and regulatory landscape and engage with literature on second language acquisition theory and explore practical strategies for serving and including all students in their classrooms. Diverse video of model teachers will be presented and they will have the opportunity to practice these strategies with their colleagues before attempting to execute with their own students.

LIT-200: Teaching Struggling Writers provides candidates with practical strategies for promoting literacy skills for struggling students. The common thread between each of the strategies explored, however, is a one of normalizing student error, encouraging students to take risks even as they struggle and reinforcing a growth mindset. Further reinforced in TEL-202: Differentiated Instruction, candidates engage with learning theories and practical strategies for differentiating content and delivery in instruction by practicing skills and methods for positively and proactively managing differentiation in the classroom. The goal of all of these modules is to provide an understanding of the roles in the classroom serving a diverse group of students, to equip them with skills to implement in their classroom quickly and, most importantly, to underscore the

		<p>importance of investing in building a respectful and inclusive classroom culture for all students.</p> <p>TEL-213: Students Who Struggle with Oral Language provides candidates an understanding of the key ideas in identifying, assessment and infusing Universal Design for Learning strategies for students with expressive and receptive language impairments. The module opens with an opportunity for candidates to explore the characteristics of language-based issues and data collection methods and practical strategies to use that support areas of language based difficulty. From there, candidates explore research-based strategies that can improve instructional quality for students with language based challenges through the use of Universal Design for Learning. Candidates practice applying these principles through case studies and strive towards creating a classroom environment that supports all students and in particular students who struggle with oral language.</p> <p>In the final module, TEL-320: Teaching Gifted Learners, candidates will learn profiles of gifted learners and the identification of gifted learners in various contexts, with information on the prevalent biases in the identification process. Candidates learn to engage with theory and research on serving gifted learners and gain practical skills on providing differentiation and additional social support to meet the social needs of gifted students.</p>
2.2	<p>Promoting engagement in and shared responsibility for the learning process and providing opportunities for students to initiate their own questions and inquiries;</p>	<p><i>The Skillful Teacher</i> says "Focusing student attention on learning experiences is perhaps the most fundamental management challenge a teacher faces daily, hourly and moment to moment in any classroom."</p> <p>CC 120: Engaging Everybody will introduce research and theory around focus and attention and provide bite-sized best-practices gleaned from expert teachers that work to engage students. The strategies range from the ways teachers may present content to building individual relationships with students. Candidates will interact with research see the best practices in action through diverse video footage and then have the opportunity to plan and practice executing techniques with their colleagues before the module is over.</p> <p>In the fall, we explore techniques for promoting engagement and shared responsibility for the learning process as they explore a variety of instructional delivery methods in TC-122: Introducing New Material. Candidates engage with theory and see model videos of teachers executing a variety of instructional delivery methods. By exploring matching instructional methods with content and</p>

discussing how and when they might choose to employ different methods, candidates will work towards the goal of maximizing engagement and increasing ownership in the learning process. The opportunity to plan, practice and receive feedback from their peers on their chosen instructional delivery method will provide practical experience in this subject.

In LIT-103: Reading Informational Texts and Writing About Reading, candidates explore how to build engagement and interest around informational texts. This is first explored through training teachers to curate content-rich, relevant and engaging text sets into literacy instruction. Candidates engage with research that highlights the relationship among a high volume of reading and background knowledge, vocabulary development and comprehension. This is followed by the opportunity to see text sets in action through video. Candidates focus on how the selection of texts sharpens students' understanding, piques student interest and increases engagement with the topic and reading. Later in the module, candidates learn how to set up a classroom library and launch independent reading in their classrooms. Candidates explore resources that support development and maintenance of independent reading systems. The underlying purpose of this instruction is to develop systems that engage and motivate readers while shifting ownership of learning to students.

In SCI-200: Introduction to Elementary School Science, candidates engage deeply with research and best practices related to teaching science through inquiry. Candidates begin by exploring the rationale supporting that we teach students to DO science, not simply learn science. Candidates learn the basic framework for what inquiry in an elementary school science classroom can look like. Through observing videos of master teachers, analyzing lesson plans, and reviewing student work, candidates develop an understanding of the elements that make good inquiry. Candidates then explore using effective demonstrations as the starting point for inquiry- focusing on ensuring students are making observations and attempting to construct their own knowledge and understanding. Candidates have the opportunity to see multiple examples across grade levels to begin to see the nuanced differences between how you might use a demonstration in first versus fourth grade. Candidates then extend demonstrations to consider how they can use these to launch student-led investigations. Through engaging with video examples and readings, candidates identify elements of effective investigations. They then use these elements to analyze and revise sample investigations with the goal of shifting ownership of the learning over to students. The learning culminates with candidates crafting their own plans for demonstrations and investigations, sample teaching to their peers and receiving feedback before executing in their

		<p>practice classrooms.</p> <p>In SS-200: Teaching Elementary Social Studies candidates explore using the C3 Framework to plan inquiry in social studies. Candidates focus on crafting compelling and supporting questions and leading students to differentiate between these two types of questions. Ultimately, this leads to candidates exploring best practices for balancing teacher-generated and student-generated questions in instruction. Candidates observe social studies inquiry in action through video and have the opportunity to analyze the teacher’s lesson plans and student work from the lesson to better understand how social studies inquiry may look in practice.</p>
<b>2.3</b>	<p>Providing explicit instruction about social skills to develop students’ <a href="#">social competence</a> and responsible and ethical behavior by using a continuum of <a href="#">proactive strategies</a> that may be individualized to student needs;</p>	<p>In the first summer, candidates are enrolled in CC-110: Introduction to Classroom Management. They will wrap their heads around the goal of classroom management — leading students to success and learning. By identifying that they must build trusting relationships with students and strive to be consistently equitable in practice, they’ll explore developmentally appropriate expectations that work to reinforce social competence and responsible and ethical behavior. They’ll then engage with theory and practical strategies related to reinforcing expectations and responding to student mis-steps. These lessons are further reinforced by analysis of videos where teachers demonstrate effectively setting and reinforcing expectations and responding to mis-steps, with multiple opportunities to practice each step and receive feedback from their classmates and peers before attempting these strategies with their own students.</p> <p>In the second summer, candidates explore character strength research and practice and identify ideas for modeling, teaching and developing character strengths in their classroom by examining building and developing traits and skills students already possess. Observing videos of model teachers providing explicit instruction about social skills related to character traits will help identify practical strategies for reinforcing and building students’ character strengths in their own classroom.</p>
<b>2.4</b>	<p>Fostering appropriate standards of behavior that support a productive learning</p>	<p>Opening routines create an efficient and productive start to class that reinforces appropriate behavior for a productive learning environment for all students, so in addition to CC-110, candidates engage with several other modules focused on setting them up for success by establishing a calm and productive classroom environment at the start of their year. CC-100: Writing and Teaching Procedures, teaches that the first few minutes of class is their first opportunity to save time and set up students for success in their classroom. Candidates observe a</p>

	<p>environment for all students; and</p>	<p>series of expert teachers leading students effectively and joyfully through opening routines of class and identify key elements for success and practice applying those elements to their own written procedures. Repeated opportunities are provided to practice teaching procedures with clarity in a way that invests students in the process.</p> <p>CC-101: Classroom Management Systems equips candidates with theory and practical skills for creating a safe classroom. First, engaging with key elements of effective and developmentally appropriate classroom rules, followed by reading literature on effective rules, candidates evaluate and revise a sample list of rules to make them more effective and developmentally appropriate. From there, they'll explore research and best practices on reinforcement systems and corrective actions. This culminates in crafting, receiving peer feedback on and revising classroom management plans using strategies learned in both CC-110 and CC-101.</p> <p>Finally, in the fall, candidates engage again in a continuation of this content in CC-112: Classroom Management. Revisiting topics from CC-110, they'll engage with research, theory and best practices to reflect on their work in their classrooms in the fall. At this point faculty have observed candidates in their settings and can tailor instruction to remediate skills candidates are struggling with executing in their schools.</p>
<p><b>2.5</b></p>	<p>Maximizing the amount of time spent on learning by effectively managing <a href="#">routines and transitions</a>.</p>	<p>CC-100: Writing and Teaching Procedures provides candidates with the information to build skills for effectively managing routines and transitions. Coupled with CK-100: Content Resources, elementary candidates develop plans for procedures and structures to promote a literacy-rich classroom. Candidates analyze a range of videos of procedures and systems used in elementary classes, explore the planning documents used by teachers to launch those procedures and discuss the purpose behind these specific procedures. The goal of these sessions is to prepare candidates to create efficient and purposeful systems that save time and set students up with success.</p>
<p><b>3. <u>Planning for Active Learning:</u></b></p> <p><i>Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p>		
<p><b>3.1</b></p>	<p>Determining students' prior</p>	<p>Before candidates start the school year, they're introduced to the idea of assessing students' prior knowledge and provided with sample tools they might use for this in CK-100: Content Resources.</p>

knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their [learning needs](#);

In LIT-101: Supporting Comprehension in Reading, candidates explore using Running Records as an assessment tool to collect data on student reading. After learning about the arc of a running record, candidates are able to articulate the purpose and order of each part of the assessment. Candidates observe master teachers assessing using a running record and can also view the actual assessment data gathered by the teacher to see the synthesis between the two. Candidates then have the opportunity to practice coding and analyzing a running record to ensure their coding is accurate and ultimately that instructional decisions are based on accurate data.

In LIT-102: Writing Development and Instruction, candidates explore the writing and language standards elementary, deep dive into the standards for their grade level, and build on that by exploring how students develop as writers over time. Candidates leverage this knowledge and their understanding of the traits of good writing to become a critical reader of student work and to determine trends in their class. Candidates explore some of the many tools to use as critical readers of students' writing including writing continuums, and holistic and analytic rubrics. Candidates observe a master teacher analyzing student writing with each tool and discuss when and how they might use each to gather baseline data and measure progress over time.

In SGA-101: Year 1 Pathway, candidates dig deep into what it means to measure student growth. They'll be introduced to the concept of a "pathway": identifying the assessment they'll use to measure baseline student data, the standards they will teach or the reading growth they will aim for and the assessments they will use to measure growth and/or mastery. To set them up to do this, candidates engage with a research and best practices for measuring student achievement, analyze a variety of assessment types and design and evaluate how and when they might chose to use different assessments. Additionally, this serves as an opportunity for candidates to explore and defend both what they're teaching and how they're measuring their students' achievements. SGA-101 differs from TEL-200, TEL-204, and TEL-202 by focusing on the whole-class, rather than the differentiation for individuals and small groups that the other modules provide.

Candidates explore how to read an IEP and how to operationalize goals, accommodations and modifications into their instruction through TEL-200. Using readings, interviews and case studies, they'll see examples of how expert teachers integrate IEP goals with their whole-class goals to ensure they're providing instruction at the appropriate level of challenge. In TEL-204: Supporting English Language Learners, candidates learn about the legal and regulatory landscape of serving

		<p>ELL students. After reading about theory and research concerning second language acquisition, candidates explore video and written descriptions of research-based strategies for serving ELL students at various levels in their classroom. This module concludes with the application of these strategies through case studies that assess their ability to differentiate instruction and supports for students with varying abilities.</p>
<p><b>3.2</b></p>	<p>Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline;</p>	<p>Candidates begin building their planning skills in TC-111: Introduction to Lesson Planning. In this module, they are introduced to the idea of writing daily lesson plans focused on measurable, specific and rigorous objectives and engaging with a framework for crafting daily learning objectives that reflect the rigor and meaning of national standards in every subject by rooting objectives in phenomena or contexts that engage students so that they may leverage prior knowledge. They'll explore exemplary lesson plans to identify coherence within the plan and between the objective, learning tasks, assessments and standards, followed by multiple hours of instruction, feedback and practice on writing their own lesson plans in their specific content area with an intense focus on coherence.</p> <p>Candidates engage with their content standards in CK-100: Content Resources and continue exploring these in more depth in CK-101: Introduction to Standards. For each content area, candidates learn how to navigate and read the standards in each subject area. For example, in ELA, candidates engage with videos that highlight each component of the CCSS ELA, These highlight how the standards organized, create the connection between anchor standards and grade-level standards and provide guidance on how the appendices support the implement of standards-aligned instruction. Building on their knowledge of the standards, candidates then explore the relationship between texts (in ELA) and the standards. From there, candidates learn how to group standards into coherent and engaging units for the year. After exploring several examples of effective, coherent and aligned scope and sequences, candidates begin to construct their units with special attention to allocating appropriate time to each standard, spiraling standards when necessary and ordering standards to leverage students' prior knowledge and to create coherent, engaging units of study. Additionally, candidates continue to build their skills of writing aligned, rigorous and engaging daily learning objectives aligned to their larger plans.</p> <p>Throughout the rest of the content modules, candidate instruction and planning training is consistently rooted in the standards. As candidates explore new techniques or read about new best practices, they apply these practically to content they're teaching and highlight alignment</p>

		<p>between the lesson activity and the learning objective and standard.</p>
<p><b>3.3</b></p>	<p>Promoting the development and application of skills with conceptual understanding, and anticipating students' content misconceptions;</p>	<p>In TC-111: Introduction to Lesson Planning, candidates begin to develop skills for writing daily lesson objectives for students. Candidates are introduced to the revised Bloom's taxonomy as a tool for evaluating objectives and for crafting objectives that require varying levels of cognitive work. As candidates craft objectives, they focus on ensuring their objectives capture the depth of the corresponding standard with special attention to the skills and concepts outlined in the standard. As described above, candidates then engage in repeated opportunities for crafting objectives and highlighting alignment, receiving feedback from their instructor along the way.</p> <p>Candidates continue this work in TC-124: Student Practice. At the start of this module, candidates engage with research and theory on the role practice plays in developing skills and building conceptual understanding. Candidates analyze examples of student practice aligned to content-specific objectives to identify how candidates leverage practice to provide students with opportunities for varied and rich applications of their skills and understanding. Candidates have the opportunity to practice designing student practice and receive feedback from both their peers and their instructors. In this, candidates pay close attention to ensuring their practice reflects both the depth of conceptual understanding and rigor of skills outlined in the objective.</p> <p>In TC-122: Introduction to New Material, candidates engage with research and observe model teachers as they introduce new material to their students. Candidates analyze the effective elements for introducing new content and explore a range of instructional delivery methods and explanatory devices. Candidates again observe these in action through video and begin to explore when they might employ each method. At this point, candidates explore how expert teachers anticipate and plan for students' content misconceptions. Candidates analyze video of teachers effectively leveraging anticipated misconceptions to add clarify instruction. At the conclusion of the module, candidates plan and deliver their own lesson incorporating an appropriate instructional delivery method and explicitly planning for and incorporating anticipated student misconceptions.</p> <p>As described above, in Math-101: Understanding Number Sense and Math-102: Understanding Operations, candidates engage with the content they teach in their grade band. As part of this engagement, candidates consistently analyze sample student work to identify common errors and misconceptions. Candidates learn to differentiate mathematical misconceptions from errors and mistakes. Candidates draw on the standards and theory to uncover the misconceptions revealed in</p>



		different errors and to learn key ways to accurately and appropriately remediate misconceptions.
3.4	Selecting appropriate assessment strategies to monitor ongoing student progress;	<p>As mentioned above, in SGA-101, candidates set their pathways and specifically name and justify the assessments they will use to monitor student process. Candidates receive initial training to do this in TC-101: Designing and Evaluating Assessments. In this module, candidates begin by exploring the conceptual underpinnings of assessment design including the concepts of validity and reliability. These two factors play an important role in ensuring that the data candidates gather through assessments provide a clear and accurate picture of student learning. Candidates are introduced to this through two primary texts: Dan Koretz’s <i>Measuring Up: What Educational Testing Really Tells Us</i> for validity and Christmann and Badgett’s text <i>Interpreting Assessment Data</i> for reliability. Candidates then investigate the intersection between reliability, validity and inference through a series of readings and an online discussion forum. With this foundation, candidates explore assessment design and construction. Candidates analyze and identify rules for designing strong multiple choice and constructed response items. Candidates discuss and analyze when they might utilize each method and when they might select a different form of assessment-like performance tasks or practicums. For each type of assessment, candidates analyze and critique procured examples based on the rules for strong design. Candidates also have opportunities to construct their own items, justify their construction and receive feedback from their peers and instructor on item design. This module culminates in candidates crafting formative assessment items aligned to a content standard. The underlying goal of this module is to equip candidates to select and design strong assessment items that provide valid and reliable data on their students’ progress.</p> <p>Through their SGA pathway, candidates are regularly inputting student data and monitoring student progress. Candidates leverage this data in TC-102: Using Data to Drive Instruction. In this module, candidates are trained to analyze student performance data and to determine instructional next steps based on this data. Candidates begin by analyzing data from a case study in collaboration with colleagues. With this data and the underlying student work, candidates examine student progress and begin to navigate potential next steps instructionally. Candidates then have the opportunity to collaborate with colleagues and analyze their own student data and work to monitor student progress and begin identifying next steps to address gaps revealed in the data.</p> <p>Additionally, as mentioned above, candidates explore using reading and writing assessments in LIT-101 and LIT-102. Candidates leverage this understanding to select and justify both their</p>

		assessment for gathering baseline data and also for selecting their ongoing assessment tool.
<b>3.5</b>	Selecting or designing instructional strategies, <a href="#">resources</a> and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems;	<p>In LIT-101: Supporting Comprehension in Reading, candidates explore the range of experiences students engage in as they learn to read. Guided reading is introduced as a structure to ensure students get additional practice and time with skill development. Candidates explore how to leverage guided reading to provide leveled and differentiated instruction to students. Candidates observe video of experienced teachers teaching guided reading, focusing both on the structure and focus of the instruction. Through a series of readings, candidates learn about what constitutes guided reading. Candidates explore choosing a text for guided reading and identify how this might be similar or different from text selection for read-aloud. Candidates consider the text level in addition to the skills demanded by specific texts. From there, candidates explore how to use assessment data to determine students' level(s) and to identify the appropriate skills to focus on in guided reading instruction. Candidates then explore a framework to determine how skills are different from level to level and several existing resources to draw from as they do this work with their students. This flexible grouping is introduced as one structure to provide an opportunity for all students to engage critically and creatively with texts, as teachers can plan for and structure these small groups in a way that are appropriately challenging for each individual students.</p> <p>In LIT-202: Speaking and Listening, candidates explore using habits of discussion as a practical tool for teaching Common Core Speaking and Listening standards and the five core skills of academic conversations. In this module, candidates engage with texts describing the habits of discussion, observe habits of discussion in action through video, and analyze habits of discussion to align to the standards and work to develop criteria for success for the habits. Candidates then have the opportunity to plan for how they would teach and reinforce habits of discussion in their classes and how they can leverage these to support students' critical thinking and problem solving.</p> <p>As described above, SCI-200 and SS-200 both introduce inquiry as an instructional strategy for encouraging students to think critically and creatively and problem solve.</p>
<b>3.6</b>	Integrating learning activities that make real-world, career or global connections, and promote	In SCI-200: Introduction to Elementary School Science, candidates explore strategies for leading students to make qualitative and quantitative observations. Candidates connect concretely with the CCSS Math Standards and draw connections between this work and their math instruction. Candidates are equipped with strategies for leading students to draw connections between the two as well.

	interdisciplinary connections whenever possible;	In SS-200: Teaching Elementary Social Studies, candidates explore research on using themes in social studies instruction to effectively teach history content. Candidates observe teachers facilitating lessons utilizing central themes to organize information and leading students to make connections. Candidates explore developing themes within social studies and also across content areas.
3.7	Designing or selecting academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone;	<p>As described above, candidates have multiple opportunities to build their skills of differentiation for academic and/or behavioral interventions. In TC-102: Using Data to Drive Instruction candidates hone their skills of data analysis and designing targeted interventions and re-teach strategies to address revealed gaps. Candidates continue to explore this idea in TEL-202: Differentiated Instruction, TEL-203: Differentiated Behavior Management, and TEL-320: Teaching Gifted Learners.</p> <p>In TEL-202, candidates are introduced to differentiated instruction in addition to relevant theories of learning. From there, candidates explore a variety of differentiation strategies- reading about the best practices and analyzing video of these practices in action. Finally, candidates practice planning for and executing differentiation strategies appropriate for a variety of student profiles.</p> <p>By the end of TEL-203, candidates will develop a differentiated behavior management plan for a student in their classroom that targets a specific behavior exhibited by that student. The candidate will be able to articulate how this plan aims to reduce the frequency or impact of the behavior. Candidates start with reviewing the criteria of effective behavior management plans from CC-101: Classroom Management Systems while also reviewing relevant legislation pertinent to serving students with disabilities. Candidates then explore considerations for differentiating management plans- including collecting specific forms of data about a targeted behavior and analyzing the function of the behavior. After learning more about the functions of behavior, candidates are then equipped to then approach the targeted behavior and apply this skill to case studies. Following this, candidates learn about planning and implementing a behavior intervention with fidelity while exploring several specific interventions aligned to common targeted behaviors.</p> <p>In TEL-320, candidates engage with research on identifying and serving gifted learners. Very practically, candidates read about and observe practical strategies such as acceleration, grouping, curriculum compacting and designing independent investigations as methods for ensuring gifted</p>

		<p>students are adequately challenged and engaged.</p> <p>As mentioned above, in LIT-200 candidates identify and describe why students struggle with writing. Candidates watch expert practitioners analyze student writing samples and learn how to identify and describe different writing difficulties. Candidates then learn about the purpose and importance of writing strategy instruction in supporting struggling writers and, in turn, how to match remediation strategies to student-writing needs. Candidates go on to explore writing strategy instruction, the importance of and support for students in handwriting instruction and connections between writing and encoding and decoding. Additionally, candidates learn about the developmental stages of spelling and make connections between spelling and reading skills. Candidates then explore the principles behind effective spelling instruction and examine concrete strategies to support student spelling development.</p>
<p><b>3.8</b></p>	<p>Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as <a href="#">discourse</a> and/or <a href="#">inquiry-based learning</a>; and</p>	<p>As described above in SCI-200 and SS-200, candidates explore literature and best practices equipping them to facilitate inquiry-based learning in their elementary classrooms.</p> <p>In LIT-101: Supporting Comprehension in Reading, candidates explore crafting a variety of types of text-dependent questions that require the use of evidence gathered through careful reading of the text and are sequences such that they progress from concrete to higher-order. Candidates engage in deep text analysis in this module to prepare them to craft text-dependent questions and to craft the targeted responses. Additionally, candidates explore elements of effective close reading lessons and leverage those to practice planning a close reading lesson that includes multiple readings with varying methods, embedded vocabulary and text-dependent questions. Candidates practice teaching from their plan and have the opportunity to receive feedback from their peers and instructors. Throughout this learning, candidates are exploring ways to leverage close reading and text-dependent questions to challenge and engage students and shift cognitive of analyzing texts to students.</p>
<p><b>3.9</b></p>	<p>Including strategies for teaching and supporting content area literacy skills and, when appropriate,</p>	<p>As mentioned above, in SCI-200 candidates explore supporting numeracy skills through developing students' quantitative observation skills. Candidates learn strategies for teaching students to use measurement tools and to collect and organize quantitative data. Candidates draw connections between this work and their grade level Common Core math standards.</p> <p>Beyond this, candidates work in their LIT and Math modules equip them to teach and support</p>

	numeracy skills.	appropriate literacy and numeracy skills.
<p><b>4. <u>Instruction for Active Learning:</u></b></p> <p><i>Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p>		
<b>4.1</b>	Using a variety of evidence-based strategies to enable students to apply and construct new learning;	<p>As described above, in TC-124: Student Practice candidates are trained in a series of evidence based strategies that set students up to independently apply and construct new meaning. In this module, candidates work to align the type of practice with their objective. In doing this, candidates identify a plan for gradual release and identify when and how students should shift to applying their understanding to new contexts or building on existing understanding to construct new learning. In each of these, candidates have the opportunity to observe teachers executing strategies that demonstrate the teacher moves necessary for students to have true practice and independent exploration. Following this exploration, candidates have the opportunity to plan their own student practice aligned to an objective and to practice leading this time in a practice session with their colleagues.</p> <p>As described in the close reading description from LIT-101, candidates are equipped to use close reading and text-dependent questions as a strategy to enable students to construct and apply their own understanding and interpretation of the text. Additionally in the inquiry instruction with SCI-200 and SS-200, both culminate in students interpreting and constructing understanding from their exploration and inquiry.</p>
<b>4.2</b>	Using technological and digital resources strategically to promote learning;	Throughout the examples and model videos in the elementary modules, candidates are exposed to a variety of ways that they may use technological and digital resources strategically to promote learning. Candidates see how teachers may use document sharing technology for providing real-time feedback on writing or how they may guide students to use multi-media tools to present findings from research.
<b>4.3</b>	Leading students to construct meaning through the use of active learning	As described with CCT 3.8, candidates design these learning opportunities in several modules including SCI-200, SS-200, and LIT-101. Each of these modules includes an opportunity for candidates to create a draft plan, practice teach and receive feedback prior to teaching in their own classroom. The feedback focuses primarily on their ability to engage students in the learning

	strategies such as purposeful <a href="#">discourse</a> <sup>6</sup> and/or <a href="#">inquiry-based learning</a> <sup>7</sup> ;	and their effectiveness in leading students to construct meaning.
<b>4.4</b>	Varying the student and <a href="#">teacher roles</a> in ways that develop independence and interdependence with the gradual release of responsibility to students;	<p>As described above, in TC-124 candidates engage with literature on the importance of gradual release of students and practice practical strategies for doing this consistently in their classrooms.</p> <p>As described above, candidates learn concrete strategies for launching independent reading in their classrooms in LIT-103: Reading Informational Texts and Writing about Reading. A large driver of focusing on this is to foster independence and ownership in literacy. Similarly, in LIT-202, candidates explore Habits of Discussion and observe video of teachers leveraging these skills to foster student independence and release responsibility in discussions. As described before, SS-200 and SCI-200 focus heavily on shifting ownership of inquiry to students over time and fostering their independent investigations and questioning. In all of these, candidates observe students demonstrating independence through videos and craft and practice lessons focused on building student independence.</p>
<b>4.5</b>	Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents;	As mentioned above, candidates engage deeply with differentiation strategies and interventions for exceptional learners in TEL-200, TEL-204, TEL-202, LIT-200, and TEL-320. Please see descriptions above for further details on how these modules equip candidates to meet this standard.
<b>4.6</b>	Monitoring student learning and adjusting teaching during instruction in response to student performance and	In TC-121: Checking For Understanding candidates begin by exploring the value of gathering data on student learning during class. Candidates have the opportunity to watch expert teachers utilize a number of strategies to gather data and then observe as teachers use that data to adjust instruction during the lesson. Candidates read about and observe concrete strategies that can be used to gather data. These strategies include “ask, ask, ask” which allows the teacher to quickly verbally poll the room for student answers and “gestures” which equips the teacher to gather real-

	<p>engagement in learning tasks; and</p>	<p>time data using non-verbal gestures from students to evaluate student understanding at a given point. From there, candidates explore what to do if the data reveals misunderstanding or confusion. Candidates observe and analyze practical strategies for adjusting instruction in the moment. Within this module, candidates have the opportunity to plan for and practice using these techniques in a practice lesson with their peers. They receive feedback and have the opportunity to implement that feedback in a second practice round.</p> <p>Additionally, in TC-124: Student Practice, candidates explore how they might use independent practice time to monitor student learning. Candidates observe master teachers adjusting instruction based on data they gather during practice. They observe teachers responding to individual students and also observe teachers adjusting instruction for the whole class. Candidates then discuss how they would use the data to help them determine the right strategy for adjusting instruction.</p> <p>In LIT-101 candidates explore some of the common struggles students encounter as they read and read about, observe and practice strategies to use “in the moment” that students struggle. Candidates begin with identifying opportunities in the school day to support students in decoding and learning how to prompt students to decode words using different strategies. Similarly, candidates explore ways to reinforce strong fluency and observe these strategies in action through video. With both of these, candidates plan sample responses and practice responding in the moment to support fluency and decoding.</p> <p>As described previously, the Math modules focus on developing candidate content knowledge of the standards and content they are teaching. A significant component of the work focuses on analyzing student work, predicting errors, identifying underlying misconceptions and planning for remediation. This focused training prepares candidates to respond real-time in class as they observe student errors and respond with effective remediation strategies.</p>
<p><b>4.7</b></p>	<p>Providing meaningful, appropriate and specific feedback to students during instruction to</p>	<p>In TC-200: Feedback and Grading, candidates explore the importance of providing students with appropriate and specific feedback. Candidates engage with research highlighting the characteristics of effective feedback- both written and oral. Candidates then have the opportunity to evaluate sample feedback using those characteristics and revising specific feedback or feedback systems to reflect the characteristics. Candidates also have the opportunity to practice delivering effective feedback, both written and oral, on sample student work. Candidates receive feedback on their</p>

	<p>improve their performances</p>	<p>feedback and are provided the opportunity to act on that to make their feedback more meaningful.</p> <p>As described previously, the Math modules focus intensively on analyzing student work to identify conceptual understanding and any misconceptions as revealed by errors. With each content area, candidates explore the remediation they would plan to respond to the misconceptions. In this, candidates internalize the critical role of specific feedback in developing students' skills.</p> <p>In LIT-102, Writing Development and Instruction, candidates learn how to use an analytic rubric and grade level standards to analyze student writing and to be able to provide meaningful and specific feedback to students to promote development. Candidates explore how well-designed rubrics provide teachers and students with a common language and common expectations for good writing. In this module, candidates observe teachers delivering power and effective feedback on writing to identify effective elements. Candidates, then practice analyzing writing using the same tools and preparing specific, effective feedback for students.</p> <p>Candidates continue building this skill in LIT-201: Intermediate Writing Instruction. In this module, candidates explore the purpose and components of one-on-one writing conferences. After observing several conferences through video, candidates identify the most effective elements and plan for their own conferences using real student work. Candidates practice delivering powerful feedback and have the opportunity for peer feedback.</p>
<p><b>5. <u>Assessment for Learning</u></b> <i>Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:</i></p>		
<p><b>5.1</b></p>	<p>Understanding the different <a href="#">purposes</a> and <a href="#">types of assessment</a> that capture the complexity of student learning across the <a href="#">hierarchy</a></p>	<p>As mentioned above, candidates begin exploring the idea of assessment in their first summer in TC-111: Introduction to Lesson Planning. Candidates explore the idea of designing lesson plans focused on daily learning objectives incorporating a form of assessment as often as possible. Candidates engage with research to uncover the importance of gathering formative assessment data and begin to explore how assessment items may be structured or crafted to address different levels of cognitive skills and aligning to objectives.</p> <p>Candidates continue this work in TC-101, which is described in depth above. Candidates engage</p>



	<p><a href="#">of cognitive skills;</a></p>	<p>even more deeply with the varying purposes and types of assessments. Candidates leverage this understanding in their assessment for SGA-101 when they submit their Year 1 pathway. In the pathway, candidates identify and justify their scope and sequence and their assessment tools.</p> <p>In LIT-101, as described above, candidates engage deeply with a wide variety of assessments that may be used to assess each component of reading development. Candidates investigate how they might use the individual data in their instruction and planning for the year. In this module, candidates also explore the purpose of text-dependent questions as assessment items. Candidates analyze sample questions to determine alignment with Common Core standards and to unpack skills necessary to tackle the complexity and rigor present in the question. Candidates explore how writing targeted answers and using released assessment items add to their understanding of the alignment, complexity and rigor of the task. As candidates practice crafting their own text-dependent questions, they explore how and when they might use these as a formative or summative assessment in their teaching.</p> <p>As described previously, candidates spend significant time studying a variety of writing assessment tools- identifying how and when they might leverage different tools. Candidates continue this investigation in LIT-201 and apply these assessment tools to a variety of writing genres.</p>
<p><b>5.2</b></p>	<p>Using and/or designing a variety of <a href="#">formative</a> and <a href="#">summative</a> assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn;</p>	<p>As candidates learn the purpose and design of various assessment types in TC-101 described above, they are also evaluating and designing their own formative and summative assessments. In these modules, candidates have the opportunity to design their own and are asked to justify their design. Candidates receive feedback on both their design and their rationale from either a peer or their instructor prior to submitting a final design. Again, as described above, a theme throughout each of these modules is alignment between the assessment item and the standard or learning objective the teacher is setting out to assess.</p>
<p><b>5.5</b></p>	<p>Providing students with assessment criteria and</p>	<p>Within TC-200: Feedback and Grading, candidates explore the importance of giving meaningful feedback and grades to students. The module is centered on the idea that students must be able to understand where a grade comes from- what she did well on, what she needs to improve on and</p>

	<p>individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning</p>	<p>how she can put these improvements in action. By giving meaning to grades, assessments become a tool “to increase student achievement rather than to just measure for reporting purposes” (Saphier, Haley-Speca &amp; Gower, 2008). The module explores how teachers can provide students with a clear picture of the overall grading system and assessment-specific grading criteria to build students’ understanding of each grade. Candidates explore concrete examples of how to teach students to make meaning of their grades, learn about the positive effects this instruction has on student motivation and learning and identify the importance of timeliness in feedback for students to make meaning of their grades and feedback. Candidates explore best practices including engaging in a think aloud reflection and modeling processing feedback, creating a system for test corrections and error analysis and designing and communicating clear evaluation criteria and rubrics.</p> <p>As described above, in LIT-102 and LIT-201 candidates engage deeply with writing rubrics and explore how to use rubrics to create a common language and set common expectations for writing with students. In LIT-201, candidates explore how to leverage these rubrics to begin to shift some analysis and ownership of growth over to students through writing conferences.</p>
<p><b>6. <u>Professional Responsibilities and Teacher Leadership:</u></b></p> <p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership by:</i></p>		
<p><b>6.7</b></p>	<p>Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process;</p>	<p>As described above, candidates are trained in the legal rights of students with disabilities. In TEL-200: Supporting Students with Disabilities, candidates learn about the legal framework they are responsible for implementing in their classrooms. Candidates explore the rights of students and families as clarified by IDEA. Candidates learn about the litigation that led to the creation of IDEA, the federal law and IDEA and also the major provisions of IDEA. Candidates then explore the referral process and identify their role in each step of the process from referral to creating an inclusive classroom environment. Candidates learn how to read an IEP and explore the accommodations, modifications and strategies that might be appropriate to serve a range of students.</p> <p>In TEL-204: Supporting English Language Learners, candidates explore a similar topic by starting</p>

		with the legal and regulatory requirements for serving English Language Learners in their classrooms.
<b>6.8</b>	Understanding how one’s race, gender and culture affect professional interactions with students, families and colleagues;	Candidates engage in a series of modules focused on “Self and Other People” including SOP-100: Teacher Mindsets, SOP-111: Exploring Teacher Identity, SOP-112: Knowing Students and Families; SOP-113: Reflecting on Cultural Responsiveness, SOP-210 Building a Culturally Responsive Curriculum and SOP-216 Working with Communities. In each of these modules, candidates explore their own identity markers and how their identity may influence their interactions t with students, colleagues and families. In SOP-112, candidates learn specific strategies and best practices for building relationships with families. Candidates read about and reflect on mindsets, approaches, misconceptions and pitfalls that might enhance or hinder their ability to build effective relationships. In SOP-113, candidates engage in a deep exploration of their own identity markers and craft a thoughtful reflection on how these shape and influence their interactions with students, families and colleagues school. The underlying goal of all of these modules is to develop all candidates’ sociocultural consciousness and ensure candidates are thoughtfully navigating their relationships with kids, families and colleagues.
<b>6.9</b>	Using communication technology in a professional and ethical manner;	All candidates are enrolled in a TECH-101 module. This module outlines best practices for navigating communication technology and sets guidelines for appropriate behavior.  Additionally, in each term, instructors rate candidates on a professionalism rubric that highlights expectations for effective and professional use of communication technology.
<b>6.11</b>	Conducting themselves as professionals in accordance with the Connecticut’s <a href="#">Code of Professional Responsibility for Educators</a> .	Candidates will have the opportunity to engage with the Code of Professional Responsibility for Educators in our GEN-101 module. Candidates read the code of conduct and reflect on how they will work to meet these expectations.

### **Relay GSE Elementary Overview**

Relay GSE has carefully crafted its elementary math program to reflect the needs of candidates and the demands of implementing the Common Core State Standards for Mathematics (CCSSM). At the end of two years, Relay's graduates will possess the pedagogical and content knowledge to guide students' development of a strong mathematical foundation, including number sense, operations, and the ability to explain processes and thinking. The Relay GSE elementary math scope and sequence uses the CCSSM, resources associated with the CCSSM (e.g., Mathematics Glossary, Progressions Documents), and research from John Van de Walle, Suzanne Chapin, and Honi J. Bamberger to help shape the learning arc for the math portion of the elementary program.

In the first year, candidates will explore distinctions between the mere ability to *do* math and true mathematical *understanding* – differences that have implications for learning and teaching. Additionally, candidates will examine grade-level concepts such as place value, addition, subtraction, multiplication, and division in tandem with pedagogical practices (e.g., normalizing error) that support the cultivation of students' expertise as indicated by the Standards for Mathematical Practice.

The first module in the first year of the program will provide an overview of the CCSSM – history, consequential key shifts, and implications for practice. In the second and third modules, candidates will receive grade band-specific instruction. Grades 1-2 candidates will learn about the origin of the base-ten number system as well as its connection to addition and subtraction. Candidates will focus on an understanding of the place-value standards, underscoring the importance of place value in *all* mathematics as they trace the standards' progress from kindergarten through fifth grade. Multiplication, division, and fractions are the focal points for grades 3-6 candidates in the second and third modules of the first year. Candidates will explore connections between multiplication and division, and will analyze the conceptual basis of procedural questions. Finally, fractions will be introduced, and candidates will explore how fractions extend directly from an understanding of the base-ten number system and place value. With an expanded understanding of the key mathematical concepts in 1-2 and 3-6, candidates will anticipate potential misconceptions, analyze student errors, and develop remediation plans.

The work in the first year of the program will lay the foundation for the focus of the second year – inquiry-based learning. Specifically, candidates will develop skills to support students in meaningful dialogues, facilitate student-led exploration of new content, and create full age-appropriate inquiry lessons. Candidates will also learn how to thoughtfully integrate content standards and the Standards for Mathematical Practice, which provide a concrete framework for fostering meaningful, student-led mathematical conversations in inquiry-based lessons.

The emphasis on both content knowledge and pedagogy will help ensure that candidates exit Relay's two-year program with the confidence and ability to effectively guide and support their students in all strands of mathematics, ultimately preparing them for secondary math as well as college and career readiness.

### **Relay GSE Elementary Literacy Overview**

In order to tell the story of the elementary literacy curriculum in Relay's two-year program, it's important to start with the end in mind. At the end of the two years, candidates graduate with the content knowledge and pedagogical content knowledge to support their students in becoming strong readers and writers, as well as

strong speakers and listeners, ultimately moving toward readiness for the rigor of college- and career-level literacy.

While *all* pedagogy and content is important, it is not possible to provide *all* pedagogy and content in the first year of a Master's program. Therefore, we planned our scope and sequence by weighing multiple factors. The CCSS, and their associated resources, became the foundational documents that in large part guided the design of our elementary literacy scope and sequence. Since elementary candidates are responsible for all content areas – literacy, math, science, and social studies – the elementary program must prepare candidates accordingly. Literacy and math are prioritized in the first year, and science and social studies are integrated beginning in the following summer.

In the first module, candidates are introduced to whole-class reading instruction through read alouds and vocabulary instruction, as well as running records. This ensures that they can launch a strong literacy classroom. In later modules, candidates learn the components of strong comprehension instruction and the foundations of phonics instruction. In the spring, candidates learn how to support strong writing instruction. In the final literacy module of Year 1, candidates integrate reading and writing instruction, this time with an emphasis on informational text. This focus on aspects of foundational content and practice around reading and writing sets candidates up for refining their understanding and practice in future modules.

In the summer between year one and year two, candidates learn about how to support struggling writers by considering multiple differentiation strategies to help students as writers, including support in spelling and writing production. The focus remains on writing in the fall. The following module teaches candidates to incorporate mentor texts and writing conferences as part of their writing instruction. The final module in the elementary literacy sequence places a special emphasis on speaking and listening in the ELA classroom while ensuring that students build strong habits of discussion and that candidates make informed decisions concerning language options in their classroom. The culmination of the two-year sequence ensures that candidates have the content knowledge and pedagogical content knowledge needed to lead students to academic achievement in their elementary-school classrooms.

### **Student Growth and Achievement Course Description**

This course aims to prepare candidates to set ambitious, feasible, and measurable learning goals for all of their students. Candidates will develop a series of strategies to help their students reach their goals, learn tools and skills required to track the progress of their students, revise their instruction based on data, and ultimately meet the “big goals.” The course incorporates essential pedagogical elements, connecting instructional planning with research-validated instructional strategies for teaching students with differentiated needs, assessment, the use of technology, investing communities and students, and the art and science of effective teaching. This course prepares candidates for and requires as the program’s capstone project the Master’s Defense, which is the portfolio project that reflects each teacher’s impact on her students’ growth and achievement.

### **Self and Other People Course Description**

In *Self and Other People*, candidates will learn how to be culturally responsive educators by addressing issues of race, class, and bias in the classroom context. In addition, candidates will hone their communication skills so as to effectively work with students and families across lines of difference. This course will also help candidates identify and understand different character strengths and development that can positively impact student learning. In particular, the course’s focus on character growth draws on the research of Dr. Martin Seligman and Dr. Chris Peterson into positive psychology. Character is viewed as malleable and candidates are seen as always being in a position to model and teach character strengths (love, hope, optimism, grit, zest, social intelligence, integrity, courage) to their students.

## **Classroom Culture Course Description**

This course aims to help candidates develop and hone their knowledge, skills, and mindsets so that they can create a classroom culture that is an effective learning environment and a joyful, nurturing, and safe community. In addition, candidates will learn ways to increase classroom efficiency by implementing time-saving routines and procedures and using strategies for managing classroom materials and space. Candidates will engage in building knowledge of *Self and Other People* (another Relay GSE element of effective teaching) and will also work toward mastering the myriad skills required to manage their classrooms. The course is built upon the recognition that a strong classroom culture is the foundation upon which powerful learning takes place.

**Sessions and Dates:** The English modules in the Content course begin in Fall 1 and span the duration of the two-year Relay GSE program.

**Course Delivery (Video, Online, etc.):** This course is primarily taught in-person at Saturday class sessions throughout years 1 and 2 of the program. There are some online components to this course as well, which come in the form of readings, screencasts, and quizzes.

## Module Summaries, Goals, Assessments, and Readings\* By Term

\*Course information is subject to change.

# Summer 1

<b>Module Title</b>
TC-111: Introduction to Lesson Planning, Summer 1
<b>Module Summary</b>
Effective teachers write detailed daily lesson plans in order to ensure that they use every minute of class time intentionally. In this module, you'll learn how to write effective objectives and how to break the essential skill of lesson planning down into its most basic parts: the Opening, the Introduction to New Material, student practice (both Guided Practice and Independent Practice), and the Closing. The goal is for you to write solid plans with each of these parts <i>before</i> the school year begins. Your final assessment, accordingly, is to write a Five-Step lesson Plan for a procedure.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"><li>• The candidate will write a standards-aligned objective that is framed in terms of how students will acquire and demonstrate mastery</li><li>• The candidate will plan a lesson demonstrating tight alignment between the objective and lesson activities (ACEI 3.1)</li></ul>
<b>Module Assessment</b>
The candidate will craft an objective aligned to a specific content standard and will design a lesson aligned to that standard. The candidate will submit a lesson plan with a reflection on alignment.
<b>Selected Readings</b>
<ul style="list-style-type: none"><li>• Brophy, J. (2001). "Generic Aspects of Effective Teaching." <i>Tomorrow's Teachers</i>, ed. Margaret C. Wang and Herbert J Walburg. Richmond, CA: McCutchen Publishing Corporation, pp. 23.</li><li>• Lemov, D. (2010). <i>Teach like a champion</i>. San Francisco: Jossey-Bass. pp. 61-62.</li><li>• Marzano, R.J. (2007). <i>The art and science of teaching: A comprehensive framework for effective instruction</i>. Alexandria, VA: ASCD. pp. 61-65, 72-82.</li><li>• McMillan, J. H. (2007). <i>In Classroom assessment: Principles and practice for effective standards-based instruction, 4th ed.</i> Boston: Pearson. (Selected readings.)</li><li>• Saphier, J., Haley-Speca, M. A., &amp; Gower, R. R. (2008). <i>The skillful teacher, building your teaching skills</i> (6th ed.). Acton, MA: Research for Better Teaching. pp. 208-211; pp. 395-410.</li><li>• Wiggins, G. and McTighe, J. (2005). <i>Understanding by design, 2nd ed.</i> Alexandria, VA: ASCD Press. pp. 13-21.</li></ul>
<b>Sessions</b>
Session 1: The Lesson Plan (OL) Session 2: Introduction to Objectives (OL) Session 3: Starting with the End in Mind (IP) Session 4: Objectives (IP) Session 5: Closings (IP) Session 6: Openings (IP) Session 7: Introduction to New Material (IP) Session 8: Guided & Independence Practice (IP) Session 9: Work Time (IP) Session 10: Peer Review (IP)
<b>Hours Total (OL)</b>

19.5 (1) + AP
<b>Module Title</b>
CK-100: Content Resources, Summer 1
<b>Module Summary</b>
In this module, elementary candidates are introduced to theory, research and practice in reading and math instruction in the elementary classroom. Candidates identify and plan structures for the beginning weeks of school that promote a literacy-rich classroom. After observing a variety of examples of experienced teachers introducing and leveraging these structures in their classrooms, candidates identify the most effective elements. Candidates participate in work stations to review research and practical artifacts from classrooms to generate ideas for their own classrooms related to instructional signage, systems for daily independent reading, homework and morning work, math meeting, multiculturalism in social studies, teaching elementary science and more. Candidates draft structures they would aim to use in their own classrooms and practice introducing and reinforcing these with their colleagues. In this practice, candidates utilize modeling and speaking with clarity and concision and begin to explore checks for understanding. In all of this, candidates explore methods for creating an environment where students feel safe, feel curious and excited about literacy and are set up to succeed. This session is aligned to ACEI 1.0.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• During the in person session, candidates are assessed and receive feedback on the design of the class structure and their delivery and explanation of this structure as they practice teach with their colleagues. (ACEI 1.0)</li> </ul>
<b>Module Assessment</b>
There is no assessment associated with this module.
<b>Selected Readings</b>
N/A
<b>Sessions</b>
Session 1: Preparing for Your First Day Session 2: Online Resources
<b>Hours Total (OL)</b>
2.5 (0)

<b>Module Title</b>
SOP-115: Applied Child Development, Summer 1
<b>Module Summary</b>
Child development follows a pattern. Effective teachers familiarize themselves with this pattern, and they adjust their instruction to meet their students' physical, social-emotional, cognitive, and language needs. In this module, you will familiarize yourself with basic learning theory and child development for the age of students you are likely to teach. Then, you will draft a list of action steps that will help you to create a developmentally appropriate classroom environment.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will become familiar with a variety of theories that focus on different aspects of child development</li> <li>• The teacher will identify appropriate physical, social-emotional, cognitive and communication expectations for a specific age (ACEI 1.0)</li> </ul>
<b>Module Assessment</b>
Teachers will identify research-based action steps to ensure that the classroom environment is responsive to students' physical, social-emotional, cognitive and communicative development.
<b>Selected Readings</b>



- Bearison, D. (1996). *Interpersonal collaboration and children's cognitive development*. Philadelphia: Jean Piaget Society.
- Children's Defense Fund. (2010). The state of America's children. Children's Defense Fund.
- Daniels, D.H. & Shumow, L. (2003). Child development and classroom teaching: A review of the literature and implications for educating teachers. *Applied Developmental Psychology*, 23, 495-526.
- Dobbs, D. (2011). Beautiful Brains. National Geographic.
- Elias, M. J., DeFini, J., & Bergmann, J. (2010). Coordinating social-emotional and character development. *Middle School Journal*, 42(1), pp. 30.
- Lui, A. (2012). Teaching in the zone: An introduction to working within the zone of proximal development (ZPD) to drive effective early childhood instruction. Children's Progress.
- Reyes, J.A., & Elias, M.M. (2011). Fostering social-emotional resilience among latino youth. *Psychology in the Schools*, 48(7), pp. 723-737.
- Santos, R.M., Fettig, A., & Shaffer, L. (2012). Helping families connect early literacy with social-emotional development. *Young Children*, 67(2), pp. 88.
- Shaffer, D. (2009). *Developmental psychology: Childhood and adolescence* (8<sup>th</sup> ed.). Canada: Cengage Learning.
- Steinberg, L. (2010). *Developing adolescents: A reference for professionals by American Psychological Association, 2002*. Boston: McGraw-Hill.
- Tatum, B. (1997). "Why are all the black kids sitting together in the cafeteria?" *And other conversations about race*. New York: Basic Books. pp. 52-74.
- Wood, C. (2007). *Yardsticks: Children in the classroom ages 4-14* (3rd ed.). Turners Falls, MA: Northeast Foundation for Children, Inc. pp. 50-53; 62-69; 78-81; 90-93; 100-103; 110-113; 124-127; 136-139; 148-151; 160-163; 174-177.

### Sessions

Session 1: Introduction (OL, .5 hours). In the opening session, candidates engage with theories in the field of child development- focusing heavily on Piaget and Urie Bronfenbrenner. As candidates read, they reflect the inferences each theory would lead one to make about students in their classroom, At the end of this session, candidates have the chance to engage with and explore even more literature and research.

Session 2: Physical Expectations (OL, 1.5 hours) In this session, candidates read notes and recommendations for attending to the physical development of students in the age group they teach. Some notes and recommendations are drawn from the book *Yardsticks* (2007). Candidates explore the practical application of the notes and recommendations they engage with and identify how they will incorporate into their classroom routines.

Session 3: Social-Emotional Expectations (OL, 1 hour) In this session, candidates read notes and recommendations for attending to the social emotional development of students in the age group they teach. Candidates then have the opportunity to observe teachers using age-appropriate responses to students' social-emotional growth.

Session 4: Cognitive Expectations (OL, 1.5 hours) In this session, candidates learn how to attend to the development of the verbal and writing skills of the students in the age group they teach. After engaging with literature and practical texts, candidates observe videos of experienced teachers to identify developmentally appropriate content and teaching strategies in action. Candidates explore the cognitive skills of executive functions. After engaging with texts describing student developing in these skills, candidates practice applying their understanding through a case study example.

Session 5: Communication Expectations (OL, 1 hour) In this session, candidates learn how to attend to the development of verbal and writing skills of students in the age group they teach. Candidates analyze video of teachers implementing developmentally appropriate teaching strategies.

Session 6: Extensions (OL, 1 hour) This session addresses some of the nuances that impact development. Candidates engage with a series of topics, each focus is paired with readings and practical guidance on integrating work related to this topic into your classroom. Topics include bilingual development, gender development, nutrition, bullying, and friend groups in adolescence among other topics.
<b>Hours Total (OL)</b>
6.5

<b>Module Title</b>
SOP-100: Teacher Mindsets, Summer 1
<b>Module Summary</b>
All teachers layer instructional skills upon a foundation of mindsets about their students, their students’ families, and other members of their school communities. But teachers who close opportunity gaps (in race, class, gender, etc.) tend to communicate a few key mindsets in their work. In this module, you will learn about the key mindsets, identify strategies for communicating them, and reflect upon their relevance to your practice. In this module, candidates reflect on five mindsets- high expectations, personal responsibility, intentionality, continuously increasing effectiveness and respect and humility. Candidates will explore how these impact teacher and student actions and beliefs in their classroom.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will reflect on key mindsets associated with effective teachers</li> <li>• The teacher will reflect upon a mindset she already communicates regularly and describe how she will continue communicating this mindset to students, families, and/or other members of her school community</li> <li>• The teacher will reflect upon a mindset she struggles to communicate and describe how she will communicate this mindset to students, families, and/or other members of her school community</li> <li>• This module aligns with ACEI 5.1 and 5.2.</li> </ul>
<b>Module Assessment</b>
The teacher will provide a description of each mindset in her own words, as well as an explanation of how she will apply each mindset in her own teaching.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Bambrick-Santoyo, P. (2010). <i>Driven by Data</i>. San Francisco, CA: Jossey-Bass. pp. 277-279.</li> <li>• Dweck, C. (2010). Even geniuses work hard. <i>Educational Leadership</i>, 68(1), pp. 16-20.</li> <li>• Farr, S. (2010). <i>Teaching as leadership: The highly effective teacher’s guide to closing the achievement gap</i>. San Francisco, CA: Jossey-Bass. pp. 175-176; 212.</li> <li>• Haberman, M. (2005). <i>Star teachers: The ideology and best practice of effective teachers of diverse children and youth in poverty</i>. Houston, TX: The Haberman Education Foundation. Pp. 103-106.</li> <li>• Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. <i>Journal of Educational Psychology</i>, 80(4), pp. 437-447.</li> <li>• Marzano, R. (2010). High expectations for all. <i>Educational Leadership</i>, 68(1), pp. 82-85.</li> <li>• Rist, R. (2000). “Student Social Class and Teacher Expectations: The Self-Fulfilling Prophecy in Ghetto Education.” <i>Harvard Education Review</i>. 3rd ser., pp.1-28.</li> <li>• Saphier, J., &amp; Gower, R. R. (1997). <i>The skillful teacher: Building your teaching skills</i>. Acton, Mass: Research for Better Teaching. (Selected readings.)</li> <li>• Singham, M. (1998). <i>The canary in the mine</i>. Phi Delta Kappan, 80(1): pp. 9-15.</li> <li>• Tough, P. (2006). What It Takes To Make a Student. <i>The New York Times Magazine</i>.</li> <li>• Tschannen-Moran &amp; Hoy. (2000). <i>Teaching and Teacher Education</i>. Vol. 17, pp. 783.</li> </ul>
<b>Sessions</b>
Session 1: Introducing Teacher Mindsets (1.5 hours) In the opening session, candidates begin by reflecting on an excellent teacher who impacted their lives early in life. Throughout the session, candidates have the

opportunity to draw connections between the mindsets exhibited by the teacher they identified and the mindsets exhibited by great teachers everywhere. Candidates engage with theory and research on critical teacher mindsets or dispositions. As they read, candidates reflect on how they would bring these mindsets to life in their classrooms. Candidates explore the mindsets of high expectations, personal responsibility, intentionality, continuous improvement and respect and humility.

Session 2: Reflecting on Mindsets (IP, 2 hour). In this session, candidates explore the relationship between the mindsets they communication and their identity, daily lived experience, upbringing and values. Additionally, candidates practice ways of listening to their own and others' stories in order to more deeply analyze the mindsets they bring to their own teaching practice.

Session 3: Communicating Mindsets (IP, 2 hours). In this session, candidates communicate the teacher mindsets to students, families and other members of the school community. In this, the candidate reflects on the mindset they communicate most consistently and a mindset they struggled to communicate. The session culminates with candidates identifying action steps for how they will communicate each mindset to students, families and other members of the school community.

**Hours Total (OL)**

5.5 (1.5) + AP

**Module Title**

CC-100: Writing & Teaching Classroom Procedures, Summer 1

**Module Summary**

A minute of class time might not seem like a lot, but over time the minutes add up. Imagine that students spend one minute moving from the rug to their desks. What if they have to move back? That's two minutes. What if they do this twice a day for 180 days? That's 720 minutes a year, or 12 hours of class time! Two whole school days spent moving from the rug to the desks and back.

Time is a teacher's most precious commodity. You can mitigate time lost by establishing clear procedures. If you reduce a one-minute transition from the rug to the desks to 10 seconds with an efficient procedure, you save 10 hours of instructional time over the course of the year.

In this module, you'll identify time-wasting moments and write efficient procedures. You'll learn how to teach your procedures so that students execute them quickly and joyfully, and you'll practice teaching a procedure to your colleagues.

**Module Goal(s)**

- The teacher will plan efficient procedures that will save time
- The teacher will teach procedures effectively (ACEI 3.4)
- The teacher will describe the developmental appropriateness of planned procedures (ACEI 1.0)

**Module Assessment**

Teachers will create a classroom procedures plan with at least two procedures. In this plan, teachers will detail what each procedure is meant to accomplish, how students will perform each procedure, how and when it will be taught, and why the procedure is developmentally appropriate.

Additionally, teachers will teach one of these procedures to colleagues. Teachers will focus on 1) modeling the procedure and having students model, 2) breaking the procedure into small steps, and 3) practicing the procedure with students.

**Selected Readings**

- Jones, F. (2000). *Tools for teaching*. Santa Cruz, CA: Fredric H. Jones & Associates, Inc., pp. 125-128
- Lemov, D. (2010). *Teach Like a Champion*. San Francisco, CA: Jossey-Bass., pp. 151-163; 197-199

<ul style="list-style-type: none"> <li>• McKinley, J. (2010). <i>Raising black students' achievement through culturally responsive teaching</i>. Alexandria, VA: ASCD., pp. 52-54</li> <li>• Saphier, J., Haley-Speca, M. A., &amp; Gower, R. (2008). <i>Routines. The skillful teacher: Building your teaching skills</i>. Acton, MA: Research for Better Teaching, Inc., pp. 68-71</li> <li>• Tomlinson, C. A. &amp; Imbeau, M. B. (2010). <i>Leading and managing a differentiated classroom</i>. Alexandria, VA: ASCD., pp. 102-114</li> <li>• Wong, H. and Rosemary Wong. (2004). <i>The first days of school: How to be an effective teacher</i>. Mountain View, CA: Harry K. Wong Publications., pp. 174-184</li> </ul>
<b>Sessions</b>
Session 1: The First Few Minutes (OL) Session 2: Getting & Keeping Students' Attention (OL) Session 3: "Seat Signals" (OL) Session 4: Transitions (OL) Session 5: Teaching Procedures (OL) Session 6: Identifying Even More Procedures (IP) Session 7: Practice (IP) Session 8: Write Plans (IP)
<b>Hours Total (OL)</b>
8 (3) + AP

<b>Module Title</b>
CC-101: Classroom Management Systems, Summer 1
<b>Module Summary</b>
<p>In order to learn, students need to feel safe. To feel safe, they need a certain amount of predictability from their environments. They need assurances that from day to day there will be a consistency on which they can rely.</p> <p>Classroom management systems, in conjunction with routines and procedures, help provide structure and consistency for students. In this module, candidates learn how to craft a management system that reinforces behaviors they want and reduces behaviors they don't. Candidates build a bank of corrective actions to match student misbehaviors. By the end of the module, candidates will have a classroom management system consistent of a short list of classroom rules or norms, a way to positively support behavior and a logical response to misbehaviors that focus on keeping all students involved in the learning opportunities.</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will create a short list of clear, simple rules that are positively framed and observable</li> <li>• The teacher will create a system of positive support strategies</li> <li>• The teacher will determine a logical list bank of corrective actions to match to student misbehavior</li> <li>• The teacher will create a developmentally appropriate classroom-management system (ACEI 1.0)</li> </ul>
<b>Module Assessment</b>
Teachers will write a behavior-management plan that includes rules, corrective actions, and steps for positive reinforcement.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Canter, L. (1988). Let the Educator Beware: A Response to Curwin and Mendler. <i>Educational Leadership</i>, October, pp. 71-73.</li> <li>• Canter, L. (2006). <i>Classroom Management for Academic Success</i>. The Behavior Management Cycle. Bloomington, IN: Solution Tree Press. Selected readings.</li> <li>• Canter, L. (2009). <i>Lee canter's assertive discipline: positive behavior management for today's classroom</i>. Canter &amp; Assoc., pp. 23-28</li> </ul>

- Curwin, R. (1988). Packaged discipline programs: let the buyer beware. *Educational Leadership*, October, pp. 68-71.
- Wong, H. and Rosemary Wong. (2004). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications. pp. 174-184
- Curwin, R. (2013). *Affirmative classroom management: How do I develop effective rules and consequences in my school?* Alexandria, VA: ASCD
- Lemov, D. (2015). *Teach like a champion 2.0: 62 techniques that put students on the path to college* (Second ed.). San Francisco: Jossey-Bass
- Milner, H., & Tenore, F. (2010). Classroom Management In Diverse Classrooms. *Urban Education*, 45, 560-603

### Sessions

Session 1: Rules (OL) In this session, candidates explore the criteria for writing effective classroom rules focusing on how rules communicate a focus on learning to students. Candidates evaluate a series of rules and sets of rules to identify and revise to reflect the elements of effective classroom rules. Candidates then create a draft of rules they may use in their own classroom.

Session 2: Reinforcement Systems (OL) In this session, candidates engage with literacy reinforcing the importance of positive reinforcement and that provide guidance on creating an effective system. Candidates then observe, through video, how experienced teacher us positive reinforce in their classroom. Candidates apply this understanding by revising an existing system through a case study.

Session 3: Corrective Actions (OL) Candidates begin by engaging with research and practical guidance on the goals for and qualities of corrections. Candidates continue to explore this as they draft a bank of tiered corrections they may use in their class. They then pair this understanding with their understanding of child development, engage with literature on this again and revise and update their systems to ensure they are developmentally appropriate for their age group.

Session 4: Management Plans (IP) In this session, candidates explore how management and instruction complement each other in action. Candidates engage with case studies and apply their understanding from the online sessions to analyze and revise classroom management plans. Candidates observe teachers introducing plans through a model lesson and identify how the teacher incorporates the key ideas of classroom management.

Session 5: Writing (IP) In this session, candidates synthesize the content and ideas from the previous sessions as they generate rules positive reinforcements and corrective actions for their own classroom management system. Candidates receive peer and instructor feedback and practice introducing and rationalizing

### Hours Total (OL)

6 (1.5 OL) +AP

### Module Title

CC-110: Introduction to Classroom Management, Summer 1

### Module Summary

Classroom management is one of the most important and most challenging aspects of teaching. The ultimate goal of classroom management is student success and learning. In order to learn and succeed academically, students need to feel safe in the classroom. To feel safe, they need assurances that from day to day there will be a consistency on which they can rely.

Your classroom management in the moment, in conjunction with routines and procedures and a well-planned classroom-management system, helps provide that structure. In this module, you will learn how to ready

yourself for management, set precise expectations for your students, reinforce those expectations, and respond consistently when student behavior is detracting from student success and learning.

#### **Module Goal(s)**

- The teacher will develop foundational skills for creating a calm, positive, and productive classroom culture
- The teacher will clearly communicate precise instructions for student behavior
- The teacher will reinforce expectations
- The teacher will respond consistently to behavior using appropriate corrective actions
- The teacher will manage in a way that is developmentally appropriate for the students in the room (ACEI 1.0)

#### **Module Assessment**

The candidate will teach a lesson to colleagues acting as students. Some of the “students” will behave with developmentally appropriate and common misbehaviors. The candidate will set expectations, reinforce expectations, and respond when necessary. Candidates are assessed on a rubric associated with the content of the module.

#### **Selected Readings**

- Delpit, L.D. (2012) *Multiplication is for white people: Raising expectations for other people’s children*. New York: New Press.
- Milner, R. and Tenore, B. (2010). *Classroom Management in Diverse Classrooms*. Urban Education, 45, 5.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research and Practice*. New York: Teachers College.
- Canter, L. (2010). *Assertive Discipline*. (4<sup>th</sup> ed.). Bloomington, IN: Solution Tree Press. pp.15-20; 199-201
- Lemov, D. (2010). *Teach Like a Champion*. San Francisco, CA: Jossey-Bass. pp.84-88; 167-177; 199-201
- Lortie, D.C. (2002). *Schoolteacher*. Chicago: The University of Chicago Press

#### **Sessions**

Session 1: Ready Yourself (OL). In this session, candidates engage with literature on how to ready themselves for classroom management, starting with adopting a warm demanding approach and explore setting expectations that match this approach. Candidates then engage again with child development resources to ensure that expectations are developmentally appropriate and common, fair and within reach for students they are serving. Candidates explore the characteristics of effective expectations through video and artifact analysis. They then develop their own expectations and incorporate examples, non-examples and checks for understanding into written expectations.

Session 2: Set Expectations (OL) In this session, candidates observe the multitude of ways experiences teachers set and communication expectations via video. Candidates reflect on which strategies may work in their classroom.

Session 3: Reinforce Expectations (OL) Candidates begin by engaging with literature on why and how effective teachers reinforce expectations with students. Candidates learn practical and tangible skills for reinforcing expectations and observe videos of these strategies in action.

Session 4: Respond Consistently (OL) Candidate read and watch video examples of examples of teachers utilizing least invasive interventions and explore emotional constancy in the context of responding to student behaviors. Candidates then draw on this understanding to plan and practice responses to common student behaviors.



Session 5: Ready, Set Practice (IP) In this session, teachers analyze classroom management case studies for warm demanding developmental benchmarks and precise instructions. Building on that, candidates write and practice giving precise expectations that are specific, concrete, sequential and observable and developmentally appropriate.

Session 6: Reinforce Practice (IP) In this session, candidates learn about and practice using a series of strategies to effectively and proactively reinforce set expectations. Candidates practice systematically scanning the room following giving a direction, moving strategically around the room, using positive narration to maintain a positive tone and developing a radar to set candidates up to address minor misbehavior before it impacts instruction and flow of the lesson.

Session 7: Respond Practice (IP). Candidates analyze a case study for teacher response to student behaviors and then have the opportunity to practice responding to common student behaviors in a mock lesson. Candidates focus on communicating corrections and consequences efficiently and with emotional constancy and focusing on leveraging least invasive interventions.

Session 8: Management Scrimmages (IP). The scrimmages provide an opportunity for candidates to synthesize strategies and plans from this module. Candidates focus on communicating precise expectations, using strategies to observe for student follow through and communication a correction or consequence when necessary.

**Hours Total (OL)**

9 (3 OL) + AP

**Module Title**

CC-111: Setting the Tone, Summer 1

**Module Summary**

In this module, you will learn how to establish a tone in your classroom that clearly communicates the fact that you care about your students and that you will not only have high expectations for them, but will also follow through with these expectations. This tone will help you build a classroom culture that supports learning and fosters trust.

During the five online sessions, you will learn concrete techniques that establish this kind of tone in your classroom. You will read about these techniques and watch video clips of teachers using them with students. Candidates begin by exploring how teachers influence classroom culture by both what they say and how they say it- the impact of both words and tone. Following the online sessions, you will have the opportunity to practice these techniques in person with your colleagues. Candidates explore the role that precision, clarity, intentionality and tone play in communicating with students.

The final assignment for this module will assess your ability to effectively communicate (verbally and nonverbally) using a "Warm/Demanding" tone during a mock lesson.

**Module Goal(s)**

- The teacher will create a “Warm” tone by inspiring her students and consistently showing respect
- The teacher will create a “Demanding” tone by demanding 100% attentiveness, communicating in a focused way, and using a formal register

**Module Assessment**

Candidates will execute a mini-lesson to their colleagues acting as students. While executing the mini-lesson, candidates will demonstrate a warm and demanding tone that motivates students to participate in the lesson. Candidates are scored on a rubric that focuses on their use of strategies and techniques for communicating

with a warm and demanding tone. Additionally, their instructor provides feedback on how effective candidates communicate that she cares and that because she cares she will hold students to high expectations. Candidates receive written feedback via the rubric and this assessment is debriefed in person with their instructor.

**Selected Readings**

- Bondy, E. D. (2008). The Teacher as Warm Demander. *Educational Leadership*, 66(1), pp. 54-58.
- Lemov, D. (2010). *Teach Like a Champion*. San Francisco, CA: Jossey-Bass. pp. 51-55; 183-190; 205-209; 213-214; 219-223
- Lemov, D. (2012). *Teach Like a Champion Field Guide: A Practical Resource to Make the 49 Techniques Your Own*. San Francisco, CA: Jossey-Bass.
- Wilson, B. & Corbett, D. (2001). *Listening to urban kids: school reform and the teachers they want*. Albany, NY: State University of New York Press. pp. 63-64.

**Sessions**

- Session 1: Setting the Tone (OL)
- Session 2: Stepping Stones (OL)
- Session 3: “Strong Voice” (OL)
- Session 4: “Positive Framing” (OL)
- Session 5: Bringing It Together (OL)
- Session 6: Finding Your “Warm/Demanding” Voice (IP)
- Session 7: Practice (IP)
- Session 8: Execution (IP)

**Hours Total (OL)**

13.5 (6) + AP

**Module Title**

TECH-101: Introduction to Student Technology at Relay GSE

**Module Summary**

Welcome to TECH-101: Introduction to Student Technology at Relay GSE! About 40% of Relay GSE's curriculum is online, and so it is important that you are familiar with the Course Platform and the other technology tools that you will use while enrolled in this program. The video above gave you a broad overview of online learning at Relay GSE: how much of Relay's content is online, how you can find your online work, and how to be an effective online learner. The rest of this module will jump into the nuts and bolts of how to effectively navigate the Course Platform, complete online work, create and upload assessments (including video assessments), and view your feedback. You should complete this online module prior to beginning class work at Relay GSE, and then refer to it as often as necessary throughout your time at Relay.

**Module Goal(s)**

- The graduate student will demonstrate the ability to navigate the Course Platform
- The graduate student will successfully upload a compressed video to the Course Platform

**Module Assessment**

At the end of Tech-101, there will be a quiz to demonstrate proficiency.

**Selected Readings**

N/A

**Sessions**

- Session 1: Technology Orientation
- Session 2: Preparing Your Computer
- Session 3: Navigating the Course Platform
- Session 4: Filming, Editing, and Exporting Videos
- Session 5: Submitting Assessments and Viewing your Scores
- Session 6: Contacting the Technology Team



Session 7: Module Assessment
<b>Hours Total (OL)</b>
0

# Fall 1

<b>Module Title</b>
TC-101: Designing & Evaluating Assessments, Fall 1
<b>Module Summary</b>
Assessment is a popular, and often controversial, topic in education. No matter what you believe politically about assessment of student learning, it is a critical aspect of the teaching cycle. Assessment allows us to make inferences about what our students know and what they are able to do. We can then use that assessment data to make decisions about how best to meet our students' needs, but this process will only be effective if what we capture is reliable. We will learn about the various types of assessments and explore when a teacher might chose to use each. In this module, we will look at the characteristics of high-quality assessment items, learn how to procure assessment items, write our own assessment items, and intentionally construct a well formatted assessment that is aligned to a standard.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"><li>• The teacher will design and evaluate assessment items based on the rules of item design</li><li>• The teacher will construct an assessment aligned to a chosen standard (ACEI 4.0)</li><li>• The teacher will construct an assessment that is formatted to improve efficiency</li></ul>
<b>Module Assessment</b>
Teachers will create a formatted six-item assessment aligned to a standard that includes at least two self-designed selected-response items and one self-designed constructed-response item. For each item, the teacher must write an evaluation based on the rules of item design.
<b>Selected Readings</b>
<ul style="list-style-type: none"><li>• Bambrick-Santoyo, P. (2009). Writing/selecting the right interim assessment. In <i>The view from the pool</i> pp. 14-15.</li><li>• Burton, S.J., Sudweeks, R.E., Merrill, P.F., &amp; Wood, B. (1991). <i>How to prepare better multiple-choice items: Guidelines for university faculty</i> . Brigham Young University Testing Services and The Department of Instructional Science. pp. 11</li><li>• Christmann, E. P., &amp; Badgett, J. L. (2009). <i>Interpreting assessment data: Statistical techniques you can use</i>. Arlington, VA: NSTA Press. pp. 115-121</li><li>• Koretz, D. M. (2009). <i>Measuring up, what educational testing really tells us</i>. Harvard University Press.</li><li>• McMillan, J. H. (2007). <i>Classroom assessment: Principles and practice for effective standards-based instruction</i>, 4th ed. Boston: Pearson. pp. 56-89; 158-159; 252-264</li><li>• McMillan, J.H. (2011). <i>Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction</i>. Boston, MA: Pearson Education, Inc. 5<sup>th</sup> Edition, pp. 176-181</li><li>• Miller, D.M., Linn, R.L., and Gronlund, N.E. (2009). <i>Measurement and Assessment in Teaching</i> Upper Saddle River, NJ: Pearson Education, Inc. pp. 202-204; 240-246; 336-337.</li><li>• Reynolds, C., Livingston, R., and Willson, V. <i>Measurement and Assessment</i>, 2nd ed. Boston: Pearson. pp. 195-221.</li></ul>
<b>Sessions</b>
Session 1: Inference (OL) In this first session, teachers engage with literature on the concepts of validity and reliability as well as the connections between the two. Through this, candidates learn that assessments that yield reliable data, they will improve the validity of the inferences candidates may make about student knowledge or ability. Candidates explore the role that item construction plays in leading to valid inferences. Candidates explore the different types of assessments they may use and begin reflecting on when they might utilize these varying assessments.

Session 2: Item Construction (OL) Candidates analyze assessment items and identify characteristics of strong assessment items- both multiple choice and constructed response.

Session 3: Item Procurement (OL) Candidates explore published assessment items and reflect on when and how they might use procured items in their own teaching. They then analyze published items using the rules of item design from the previous session.

Session 4: Assessment Blueprint (OL) In this session, candidates identify the relationship between the number of items, item alignment and complexity, and inferences made about student achievement. Candidates will then create an assessment blueprint based on a standard that will be used for the module assessment.

Session 5: Assessment Construction (OL) In this session, candidates evaluate assessments for formatting that supports timely completion by students and teacher grading efficiency. Candidates explore best practices for assessment design that sets up students for success and supports teacher's grading efficiency.

Session 6: Putting It All Together (IP) In the final session, candidates draft an assessment based on a standard. Candidates receive feedback from peers and from their instructor. In this session, candidates focus heavily on intentionality and alignment to standards. At the conclusion, candidates identify areas of strength and growth using the module rubric.

**Hours Total (OL)**

6.75 (4.25) + AP

**Module Title**

TC-122: Introducing New Material, Fall 1

**Module Summary**

Introducing new material to your students is more than just "bestowing knowledge." Great teachers find the best ways to deliver material and proactively avoid confusion; they're clear and concise in order to ensure that their students understand.

In this module, you'll learn a step-by-step process for planning and delivering clear and "sticky" introduction to new material (INM). First, you'll set a vision for student mastery. Then, you'll learn how to choose an effective instructional delivery method that aligns with the type of material you're introducing. Finally, you'll learn and practice delivering new material with clarity and concision. You'll walk out of your in-person session with feedback from your colleagues and with next steps for improving your introduction of new material.

**Module Goal(s)**

- The teacher will employ a variety of effective instructional delivery methods (ACEI 3.4)
- The teacher will identify and address potential student misconceptions or confusion
- The teacher will use clear and concise speech

**Module Assessment**

The teacher will submit (1) a written lesson vision, (2) a written video analysis, (3) a 4-6 minute video clip showcasing introduction to new material, and (4) the lesson plan to accompany her video.

**Selected Readings**

- Heath, C. & Heath D. (2010). *Made to stick*. New York: Random House.
- Heath, C. & Heath D. (2010). Teaching that sticks. pp. 1-11
- Saphier, J., Haley-Speca, M., & Gower, R. (2008). *The Skillful Teacher*. Acton, MA: Research for Better Teaching. pp. 171-190.

**Sessions**

Session 1: Effective Introduction to New Material (OL) Candidates begin with examining a teacher’s effective introduction to new material and begin to identify the characteristics that make this effective. Candidates explore a variety of instructional delivery methods and explore how the teacher utilizes misconceptions and potential confusion within the lesson. Additionally, candidates analyze the lesson for the teacher’s clear and concise language and the ways they make their introduction to new material “sticky”.

Session 2: Instructional Delivery Methods (OL) Candidates observe and learn about effective use of instructional delivery methods. Candidates see that using a variety of delivery methods increases the stickiness of content for students and they begin exploring how to pair methods with content. They observe a variety of explanatory devices in action. Candidates review exemplary lesson visions and draw from this to craft their own.

Session 3: Anticipating Misconceptions and Confusion (OL). In this session, teachers analyze content and determine potential confusions and misconceptions. Candidates observe experiences teachers proactively addressing confusion and identifying actions that make this effectively lead to strong student mastery. They then explore proactive ways to address potential confusions and misconceptions. Candidates then build this content into their draft lesson vision.

Session 4: Clear Speech (OL) Candidates begin by exploring the importance of clear speech in introducing new material. Candidates reflect on the critical role of scripting lessons and how this sets up candidates to avoid vagueness and language mazes in lessons. Candidates also explore the importance of practice.

Session 5: Putting It All Together (IP) The candidates bring their lesson vision they have crafted through the previous sessions. Candidates practice portions of their lesson for their instructor and their colleagues. Candidates identify and communicate areas of strength and areas of growth for herself and her colleagues.

**Hours Total (OL)**

5.5 (3) + AP

**Module Title**

CK-101: Introduction to Standards, Fall 1

**Module Summary**

Understanding and planning from standards is an essential skill for teachers. In this module, teachers will explore standards from each subject area they teach and create a long-term plan in the form of a scope and sequence. Additionally, teachers will decompose the standards into aligned daily learning objectives.

**Module Goal(s)**

- The teacher will develop a plan to incorporate connections across the curriculum in Reading, Writing and Oral Language, Science, Mathematics, Social Studies and the arts, health and physical education, and early childhood education. (ACEI 2.1, ACEI 2.2, ACEI 2.3, ACEI 2.4, ACEI 2.5, ACEI 2.6, ACEI 2.7, ACEI 3.1)

**Module Assessment**

The teacher will submit a year-long plan scope and sequence incorporating key standards and write a sequence of 5 objectives

**Selected Readings**

- Achieve, Inc. (2016, March 14). The College and Career Readiness of US High School Graduates. Retrieved from <http://www. Achieve.org/state-profiles>
- National Governors Association Center for Best Practices, & Council of Chief State School Officers. (2010). Common core state standards. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C. Retrieved from [http://www.corestandards.org/wp-content/uploads/ELA\\_Standards.pdf](http://www.corestandards.org/wp-content/uploads/ELA_Standards.pdf)

- Klauda, S. L. & Guthrie, J. T. (2007). Relationships of three components of reading fluency to reading comprehension. Unpublished manuscript, University of Maryland, College Park.
- National Governors Association Center for Best Practices, & Council of Chief State School Officers. (2010). Common core state standards. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C. Retrieved from <http://www.corestandards.org/ELA-Literacy/RF/introduction/>
- Gough, P. and Tunmer, W. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6–10.
- The Hunt Institute (2011). The mathematics standards: How they were developed and who was involved. The Hunt Institute
- Student Achievement Partners (2013). Common core state standards shifts in mathematics. Kilpatrick, J., Swafford J., & Findell B.. (2001). Adding it up: Helping children learn mathematics. Washington, DC: National Academy Press
- Walle, J., Lovin, L., Karp, K., & Bay-Williams, J. (2014). Teaching Mathematics for Understanding. In *Teaching student-centered mathematics: Developmentally appropriate instructions for grades Pre-1-2 (V1)* (2nd ed., Pearson new international ed., Vol. 1, pp. 4-7). Upper Saddle River, NJ: Pearson Education.
- NGSS Lead States. (2013). How to read the Next Generation Science Standards (NGSS). Retrieved from: <http://www.nextgenscience.org/sites/ngss/files/How%20to%20Read%20NGSS%20-%20Final%2008.19.13.pdf>
- NGSS Lead States. (2013). Next Generation Science Standards: For States, By States. Washington, DC: The National Academies Press. Retrieved from <http://www.nextgenscience.org/dci-arrangement/3-ps2-motion-and-stability-forces-and-interactions>
- Sadler, P. M., & Sonnert, G. (2016). Understanding misconceptions: Teaching and learning in middle school physical science . *American Educator*, 40(1), 26-32.
- Bredekamp, S., & Copple, S. (1997). Developmentally appropriate practice in early childhood programs (Rev. ed.). Washington, DC: National Association for the Education of Young Children.
- International Society for Technology in Education. (2007) Student Standards. Retrieved from [http://www.iste.org/docs/pdfs/20-14\\_ISTE\\_Standards-S\\_PDF.pdf](http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf)

### Sessions

- Session 1: Overview (OL)
- Session 2a: ELA Standards: Introduction (OL)
- Session 2b: Math Standards: Introduction (OL)
- Session 2c: Social Studies Standards: Introduction (OL)
- Session 2d: Science Standards: Introduction (OL)
- Session 2e: Early Childhood Standards: Introduction (OL)
- Session 2f: Additional Content Area Standards: Introduction (OL)
- Session 3: Sequencing Standards to Drive Instruction (OL)
- Session 4: Objective Writing (OL)
- Session 5: Assessment Drafting (OL)
- Session 6: Differentiated Support (IP)

### Hours Total (OL)

19 (14.5)

### Module Title

LIT-101: Supporting Comprehension in Reading, Fall 1

### Module Summary

In recent *Educational Leadership* articles, Nancy Boyles (2012), Nancy Frey, and Douglas Fisher (2013) recommend close reading to help students increase their interest in and comprehension of text. This module

emphasizes strong reading instruction to support comprehension, the ultimate goal of reading. You will begin by focusing on the foundational reading skills and their relationship to reading comprehension. Then, you will use what you know about the Common Core State Standards and the components of reading identified by the National Reading Panel to plan and implement strong reading instruction, including selecting texts and drafting text-dependent questions. The module helps you engage students in regular practice of grade-level text while also consuming a high volume of text that they can read independently. You will be assessed based on a video of a reading lesson.

#### **Module Goal(s)**

- The teacher selects complex texts
- The teacher prompts students in order to support foundational reading skills that may assist in comprehension of the text
- The teacher poses text-dependent questions that support students' comprehension of a text
- The teacher engages students in a guided reading lesson or in a careful close reading of a text
- The teacher effectively plans, implements, analyzes, and reflects on instruction based on learning theory presented in module (ACEI 3.1, ACEI 4.0, ACEI 5.1, ACEI 2.1)
- The teacher demonstrates knowledge about aspects of English Language Arts

#### **Module Assessment**

Teachers will submit a video and lesson plan of either a guided reading lesson or a close reading lesson. Additionally, teachers will submit a reflection that provides an analysis of the complexity of the text, a list of text-dependent questions that they have planned for the lesson, and student work samples and analysis.

Your work will be assessed on these components and also any decoding or fluency prompts needed to address errors in oral reading and demonstrated knowledge about aspects of English Language Arts.

#### **Selected Readings**

- Klauda, S. L. & Guthrie, J. T. (2007). *Relationships of three components of reading fluency to reading comprehension*. Unpublished manuscript, University of Maryland, College Park.
- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: U.S. Government Printing Office.
- National Governors Association Center for Best Practices, & Council of Chief State School Officers. (2010). *Common core state standards*. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C.
- Bambrick-Santoyo, P., Settles, A., and Worrell, J. (2013). *Great habits great readers*. San Francisco: Jossey Bass.
- Archer, A., M. Gleason, and V. Vachon. (2003). Decoding and fluency: Foundation skills for struggling older readers. *Learning Disability Quarterly*, 2003. 26, p.. 89-101.
- Gickling, E., & Armstrong, D. (1978). Levels of instructional difficulty as related to on-task behavior, task completion, and comprehension." *Journal of Learning Disabilities*, 11, pp. 32-39.
- Lemov, D. (2009). *Reading Skills Taxonomy*. Pg. 48 – 49.
- Student Achievement Partners (2014). *Understanding text-dependent questions*.
- Student Achievement Partners (2014). *Checklist for evaluating question quality*.
- Dowhower, S. L. (1989). Repeated reading: Research into practice. *The Reading Teacher*, 42(7), 503.
- Chang, A. S., & Millett, S. (2013). Improving reading rates and comprehension through timed repeated reading. *Reading In A Foreign Language*, 25(2), 126-148.

#### **Sessions**

Session 1: Foundational Skills in the Standards (30 mins, OL) Candidates begin by engaging in a reading and reflecting on their process. From here they identify the relationship between reading skills and reading comprehension and apply the relationship between decoding, fluency and comprehension when analyzing

reading tasks. Additionally, candidates will read and summarize the Foundational Reading Skills in the CCSS.

**Session 2: Introduction to Guided Reading (1 hr, OL)** In this session, teachers identify the attribute of read-aloud, guided reading and close reading and compare the affordances in each structure. Candidates go on to define guided reading and describe skills that are reinforced during this time. With this, candidates read about features of text on each F&P level and explore the skills aligned to text levels.

**Session 3: Decoding Techniques (30 mins, OL)** In this session, candidates identify techniques for addressing decoding errors in reading. Candidates have the opportunity to watch these techniques in action and explore other challenges that impact decoding. They then describe signs that a student is struggling with decoding and analyze text for potential challenges.

**Session 4: Fluency Techniques (30 mins, OL)** In this session, candidates identify practical strategies that can be used to reinforce strong fluency. After reading about techniques to support fluent reading, candidates watch video of effective teachers leveraging these techniques. Candidates will then describe when a teacher might intervene to support fluent reading and effective techniques she might use to respond to disfluent reading in the moment

**Session 5: Prompting Practice for Decoding and Fluency Errors.** In this session, candidates practice using decoding and fluency prompts when responding to sample student errors. Candidates receive feedback from peers and their instructors on their practice delivery.

**Session 6: Text Selection and Questioning in Guided Reading** In this session, candidates describe the three-part model for measuring text complexity and identify the different demands of information and literary text using qualitative measures of text complexity. Then candidates analyze student data to determine a focus for a guided reading lesson and select texts to match this focus.

**Session 7: Planning and Implementing Guided Reading.** In this session, candidates will plan before, during and after reading practices in guided reading. Through participating in sample lessons and examining artifacts, candidates will identify when to follow their scripted lesson and when to adjust questioning based on student responses. Additionally, candidates will explore strategies and techniques to leverage student talk during guided reading.

**Session 8: Text-Dependent Questions (1 hr, OL)** Candidates identify attributes of text-dependent questions and rewrite questions to be text-dependent. Candidates then leverage this knowledge to identify the range of text-dependent questions (e.g. word/phrase level, paragraph level, text level). Candidates identify that crafting text-dependent questions is a complicated process that requires teachers to identify the core understandings and key ideas of the text, target the vocabulary and text structure and sequence questions in such a way that teachers are able to lead students deeper into the text.

**Session 9: Repeated Reading of Text (1 hr, OL)** Candidates identify how repeated readings positively impacts various aspects of literacy development and identify methods for repeated readings. Candidates explore and describe when they may select to use each method. Candidates identify how repeated reading with questions and discussion embedded in the readings helps students to deeply understand the text.

**Session 10: Crafting Text-Dependent Questions.** Candidates analyze a text for the qualitative aspects of text complexity to determine where comprehension might break down. Given a text, candidates distinguish between words that be define with the text and words that should be defined by the teacher. Candidates then synthesize this understanding to draft a sequence of text-dependent questions.

**Session 11: Drafting a Close Read of a Text.** Candidates deeply analyze a text and use their analysis to draft an objective for a close reading of that text. Building from there, candidates draft a plan for close reading that



includes multiple readings with varying methods, embedded vocabulary and text-dependent questions.

Session 12: Systems and Routines in Literacy. Finally, candidates will explore a variety of classroom systems that support literacy. After observing systems in action through video, candidates will create or revise systems to support literacy instruction in their classroom.

**Hours Total (OL)**

13.5 (4.5)

**Module Title**

ECELIT-101: Phonological Awareness, Fall 1

**Module Summary**

Research demonstrates that a child’s difficulty with phoneme awareness and other phonological skills is often a predictor of later challenges with both reading and spelling development. This module will focus on the foundational phonological skills that children need to develop during their early childhood years through playing with sounds and engaging with language with adults and their peers. You will begin by focusing on the developmental skills on the literacy continuum and their relationship to reading. You will then learn about the components of phonological awareness and strategies for practicing them in your classroom with young children. Lastly, you will have the opportunity to understand the intersections between phonological skills and writing development.

**Module Goal(s)**

- The teacher demonstrates knowledge about aspects of phonological awareness
- The teacher effectively plans for children to practice phonological skills in their classroom
- The teacher engages children in alliteration, rhyming, syllabication and word awareness activities
- The teacher uses multiple strategies to engage children in phonological awareness in their classroom

**Module Assessment**

Teachers will evaluate their classroom schedule and identify times throughout the day that they can engage children in phonological awareness activities both formally and informally. Teachers will submit a lesson plan that highlights their teaching and a narrative reflection evaluating the challenges and successes they have had with this instruction in their classroom.

**Selected Resources/Research**

- Adams, M. J., B. R. Foorman, I. Lundberg, and T. Beeler. *Phonemic Awareness in Young Children: A Classroom Curriculum*. Paul Brookes Publishing Co., 1998.
- Bear, Donald, Marcia Invernizzi, Shane Templeton, and Francine Johnston. *Words Their Way*. 3d ed. Prentice Hall, 2003.
- Cunningham, James W, Patricia M. Cunningham, James V. Hoffman, and Hallie K. Yopp. *Phonemic Awareness and the Teaching of Reading: A Position Statement from the Board of Directors of the International Reading Association*. International Reading Association, 1998. [www.reading.org](http://www.reading.org).
- Fitzpatrick, J. *Phonemic Awareness: Playing With Sounds to Strengthen Beginning Reading Skills*. Creative Teaching Press, 1997.
- Goswami, U., and P. Bryant. *Phonological Skills and Learning to Read*. Psychology Press, 1990.
- Griffith, Priscilla L., and Mary W. Olson. “Phonemic Awareness Helps Beginning Readers Break the Code.” *The Reading Teacher* 45.7 (1992): 516–23.
- Gunning, Thomas. “Word Building: A Strategic Approach to the Teaching of Phonics.” *The Reading Teacher* 48.6 (1995): 484–88.
- Juliebo, Moira F., and Lita Ericson. *The Phonological Awareness Handbook for Kindergarten and Primary Teachers*. International Reading Association, 1998.
- Pinnell, G., and I. Fountas. *Word Matters*. Heinemann, 1998.
- Snow, Catherine E., M. Susan Burns, and Peg Griffin, eds. *Preventing Reading Difficulties in Young Children*. National Academy Press, 1998.
- Yopp, Hallie K. “Developing Phonemic Awareness in Young Children.” *The Reading Teacher* 45.9 (1992): 696–703.



- “A Test for Assessing Phonemic Awareness in Young Children.” *The Reading Teacher* 49.1(1995): 20–29.

### Sessions

Session 1: Introduction to Phonological Awareness (OL)  
 Session 2: Foundational Skills in the Standards (OL)  
 Session 2: Rhyming with Young Children (OL)  
 Session 3: Letter Sounds and Alliteration (OL)  
 Session 4: Word Awareness and Syllabication (OL)  
 Session 5: Phonological Awareness Techniques with Young Children (Songs and Word Games, Movement, Visual Representation) (IP)  
 Session 6: The Intersection of Writing and Phonological Awareness (OL)  
 Session 7: Planning and Implementing Phonological Awareness in my classroom (IP)

*Additional Session:* Introduction to Concepts of Print. In this session candidates have the opportunity to learn about concepts of print focusing on three key areas 1) creating a literate environment, 2) the importance of print awareness, and 3) the role of book knowledge. Candidates explore standards related to print awareness and engage with research and theory on supporting students as they develop in this area.

### Hours Total (OL)

13.5 (7.5)

### Module Title

Math 101: Understanding Number Sense, Fall 1

### Module Summary

In 2012, research conducted by the University of Missouri found that one in five adults in the United States is functionally innumerate – meaning they do not possess the mathematical competencies needed for many modern jobs (Gear et al., 2013).

Although the results of the research may seem initially distressing, the project concluded that much of what has been typically referred to as the 'achievement gap' in mathematics is actually a result of an 'instructional gap' and a lack of high expectations for mathematics achievement (NCTM, 2007). This study reaffirms that all students can learn mathematics and improve functional numeracy no matter their age or grade – mathematical numeracy is not fixed. A key part of mathematical numeracy is number sense – the focal content for this module. Number sense concepts and skills form the core of elementary mathematics and are the foundation for functional numeracy (Chapin, 2006). This module begins by exploring the history of our number system – the Hindu-Arabic system, also known as the base-ten number system. The symbols used to represent numbers and quantities are just that: symbols. As a teacher, you need to bring meaning and understanding to the symbols for your students. You will learn how students acquire number sense and build a conceptual understanding of the base-ten system. In lower grades, students begin to build meaning and understanding through visualizing and manipulating whole numbers in a variety of contexts. In upper grades, number sense extends to larger whole numbers and moves into fractions, decimals, and percents. If you teach grades 1-2, you will complete sessions 1 through 7. In these sessions, you will learn about the important role of counting and place value in the base-ten system. You will practice analyzing student work to determine conceptual understandings and foundational misconceptions a student shows within the base-ten number system.

If you teach grades 3-6, you will complete sessions 8 through 14. In these sessions, you will learn how mathematicians use the properties of numbers to construct a conceptual understanding of multiplication and division. By the end of the module, you will know how to analyze student work to determine conceptual understanding of and foundational misconceptions with multiplication and division.

### Module Goal(s)

<ul style="list-style-type: none"> <li>• The teacher effectively identifies objective and task alignment to standard(s) (ACEI 3.1)</li> <li>• The teacher annotates student work for evidence of mathematical understandings and misconceptions (ACEI 3.3, ACEI 4.0)</li> <li>• The teacher reflects on one area of instructional strength and one area of instructional improvement and how these two areas impact student learning in the classroom (ACEI 5.1)</li> <li>• The teacher demonstrates knowledge about aspects of elementary math (Elementary math includes counting &amp; cardinality, operations &amp; algebraic thinking, numbers and operations in base-ten and in fractions, measurement and data, and geometry) (ACEI 2.3)</li> </ul>
<b>Module Assessment</b>
Teachers will submit a lesson plan and three annotated student work samples from a specific lesson. Grades 1-2 teachers will use a work sample from a lesson on the base-ten number system while grades 3-6 teachers will use a work sample from a lesson on multiplication and division.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Chase, L. (2009). <i>Operations Reader: Addition &amp; Subtraction</i>. Relay Graduate School of Education.</li> <li>• Chase, L. (2009). <i>Operations Reader: Multiplication &amp; Division</i>. Relay Graduate School of Education.</li> </ul>
<b>Sessions</b>
<p>1-2:</p> <p>Session 1: Intro to Number Sense (OL, 1 hr)</p> <p>Session 2: Counting and Cardinality (OL, 1 hr)</p> <p>Session 3: Tens and Ones (OL, 1 hr)</p> <p>Session 4: Place Value (OL, 1 hr)</p> <p>Session 5: Modeling the Base Ten Foundation (IP, 1.5 hrs)</p> <p>Session 6: Bringing Context to Digits (IP, 1.5 hrs)</p> <p>Session 7: Developing Conceptual Understanding and Diagnosing Number Sense (IP, 1.5 hrs)</p> <p>3-6:</p> <p>Session 1: Intro to Numbers and Place (OL, 1 hr)</p> <p>Session 2: Intro to Multiplication and Division (OL, 1 hr)</p> <p>Session 3: Equal Groups and Arrays (OL, 1 hr)</p> <p>Session 4: Comparisons and Remainders (OL, 1 hr)</p> <p>Session 5: Reason Abstractly and Quantitatively (IP, 1.5 hrs)</p> <p>Session 6: Number Properties and Relationships (IP, 1.5 hrs)</p> <p>Session 7: Diagnosing Misconceptions and Developing Conceptual Understandings (IP, 1.5 hrs)</p>
<b>Total Hours (OL)</b>
8.5 (4)

<b>Module Title</b>
SOP-105: The Together Teacher, Fall 1
<b>Module Summary</b>
In this module, you will examine the purpose of planning ahead, determine one best place to keep your time and to-dos, and how your personal organization system interacts with your day-by-day practices. You will learn specific techniques to help you plan your flexible time, create one comprehensive calendar from many, separate your to-dos into short- and long-term items, record your various thoughts as they come up, and efficiently capture meeting and PD notes. You will also learn benefits and drawbacks of various organization tools, which should help you select the best ones for yourself in order to create/improve a tool of your own.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will describe a pre-The Together Teacher organizational tool and identify what needs to be improved</li> </ul>

- The teacher will improve one organizational tool

### Module Assessment

Teachers will describe a tool from their current organizational system that they would like to improve (or create) and then, using insights from this module, improve (or create) the tool.

The assessment will be assessed on the following:

1. Description of Pre-The Together Teacher Tool. Candidates clearly describe when, where, how and why they used an organization tool and clearly identify the shortcomings of the old tool.
2. Improvements to the Tool. Candidates leverage visuals to clearly describe how their new organizational tool is improved and can describe the tool using attributes of effective organizational tools articulate in the module.

Candidates demonstrate an understanding how and why to use organizational tools, can reflect on effective tools and can demonstrate the ability to reflect on and improve tools that enhance their organization and effectiveness.

### Selected Readings

- Froschauer, Linda. (2010). *The frugal science teacher, PreK-5: strategies and activities*. Danvers, Ma: National Science Teachers Association, pp. 21-40; 51-90.
- Heyck-Merlin, M. (2012). *The Together Teacher*. San Francisco, CA: Jossey Bass. pp. 32-36; 60-66; 80-82; 102-108; 120-124; 144-152

### Sessions

Session 1: Weekly/Daily Worksheets. Candidates will define the attributes of a weekly or daily worksheet- a tool for tracking tasks and responsibilities across a day or week. Candidates will examine and analyze real-life examples of weekly worksheets and begin to reflect on how leveraging a tool such as this may impact their organization and work

Session 2: Comprehensive Calendar. In the next session, candidates explore another organization tool- the Comprehensive Calendar. This tool teaches candidates to use a calendar to schedule not just meetings but task completion and work time. Candidates will examine real-life examples and identify how these may support time and task management.

Session 3: Upcoming To-Do Lists. Candidates explore another time and task management tool- the upcoming to do list. In this, candidates learn how to leverage a task list to track both immediate items but also to anticipate recurring monthly or annual tasks.

Session 4: Thought Catchers Candidates learn a strategy for using “thought catchers” another task management tool. Candidates leverage this tool to track ideas in the future in an organized and systematic way.

Session 5: Meeting & PD Notes. Candidates explore how to use a two column structure to organize meeting and PD notes. This supports candidates in clearly identifying information and ideas and delineating action steps.

Session 6: Weekly Round-Up. Candidates explore the benefit of setting aside a dedicated time at the end of each week to look backwards and to plan for the week ahead.

### Hours Total (OL)

6.25 (6.25)

### Module Title

SOP-111: Exploring Teacher Identity, Fall 1

**Module Summary**

Who are you? What defines you? And how do your ideas about your own identity compare to the ways members of your school community — students, families, colleagues, etc. — might perceive you? This module acknowledges the importance of identity and the power of perception, and is intended to support you in reflecting on the connection between self and other people.

In this module, you will explore your personal identity markers (e.g., race, class) in the context of your role as a teacher of your students, and you will reflect upon a bias or commonly held belief you bring to your teaching. You will also learn about interlocking systems of oppression and reflect upon the implications of these systems for your teaching practice. In the final in-person session, you'll have the chance to practice a debiasing technique – perspective taking – through role-playing crucial conversations with members of your school community.

Your module assessment is a two- to four-page, double-spaced reflection on identity and bias.

**Module Goal(s)**

- The teacher will explore the significance of (at least) one of her identity markers in the context of her role as a teacher of her students (ACEI 5.1)
- The teacher will name one of her own race- or class-related biases or commonly held beliefs and make explicit connections to her identity, culture, or experiences
- The teacher will propose observable ways to self-monitor and unlearn her bias or commonly held belief

**Module Assessment**

Teachers will write a reflection discussing their learning regarding identity and bias.

**Selected Readings**

- Aronson, J. (2008). Knowing Students as Individuals. In M. Pollock (Ed.), *Everyday Antiracism* (pp. 67 - 69). New York: The New Press.
- Berlak, A. & Moyenda, S. (2001). *Taking it personally: Racism in the classroom from kindergarten to college*. Philadelphia, PA: Temple University Press.
- Delpit, L. (2012). *"Multiplication is for white people:" Raising expectations for other people's children*. New York: The New Press.
- Freire, P. (2000). *Pedagogy of the oppressed*. New York: Continuum.
- Howard, G. (2006). *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools*. New York: Teachers College Press.
- Lorde, A. (1995). "Age, race, class, and sex: Women redefining difference." In P. Rothenberg (ed.), *Race, class, and gender in the United States: An integrated study*, 3d ed, 445-51. New York: St. Martin's Press.
- Noguera, P. (2008). *The trouble with black boys: Essays on race, equity, and the future of public education*. San Francisco: Jossey-Bass.
- Perry, T., Steele, C., & Hilliard, A.G. (2003). *Young, gifted, and black: Promoting high achievement among African-american students*. Boston: Beacon Press.
- Steele, C. (2003). Stereotype Threat and African-American Student Achievement. In *Young, Gifted, and Black: Promoting High Achievement Among African-American Students* (pp. 109-130). Boston: Beacon Press.
- Tajfel, H. and Turner, J. C. (1986). The social identity theory of inter-group behavior. In S. Worchel and L. W. Austin (eds.), *Psychology of intergroup relations*. Chicago: Nelson-Hall.
- Tatum, B. D. (2003). *"Why are all the black kids sitting together in the cafeteria?" A psychologist explains the development of racial identity*. Basic Books.
- *White teacher/ diverse classrooms: Creating inclusive schools, building on students' diversity, and providing true educational equity (2nd edition)*. (2011). Stylus Publishing.

**Sessions**

Session 1: Setting the Stage (OL) Candidates engage with literature about sociocultural consciousness and why it matters. Following the readings, candidates explore and uncover facets of their worldview by indicating a preliminary level of agreement with belief statements about race, class culture and interlocking systems of oppression.

Session 2: Exploring Identity (OL). In this session, candidates explore and define their identity markers after engaging with a series of readings and videos on this topic. Candidates rank their perceived significance in two different contexts: home and school. Candidates learn about the relationship between identity and culture and reflect on the cultures in which they participate.

Session 3: Bias as Norm (IP). In this session, candidates tackle the way bias shapes what we do and how we perceive others. They identify and reflect on a bias or commonly held belief that has shaped their thinking about race and class. Additionally, candidates practice ways of listening to their own and others' ideas and experiences in order to continue developing sociocultural consciousness.

Session 4: Interlocking Systems of Oppression (OL). In this session, candidates identify where their existing beliefs are affirmed or called into questions, share what inspires them and raise questions of their own based on reading of texts about interlocking systems of oppression.

Session 5: Perspective Taking in Crucial Conversations (OL). In the in final session of this module, candidates practice social perspective taking in crucial conversations. They explore ways to reframe conflict as an opportunity to strengthen relationships and ways to leverage crucial conversations as an opportunity to understand as they work from a place of shared interests.

**Hours Total (OL)**

8 (3)

**Module Title**

SOP-101: The First Month of Teaching, Fall 1

**Module Summary**

The first month of teaching and the first month of school are momentous times! This module is a celebration of what about your teaching so far makes you proud, but also concerns where you want to improve. It is also a chance to practice setting up your camera, gathering classroom footage, and uploading to the Course Platform. In the future, you will be able to look back at this footage to see how much you've grown and to reflect on your first month of teaching.

**Module Goal(s)**

- The teacher will reflect on her instructional practice during the first month of teaching (NCTE VII-2)

**Module Assessment**

Teachers will upload a video and reflection from the first month of teaching

**Selected Readings**

N/A

**Sessions**

Assessment only; no sessions associated with this module.

**Hours Total (OL)**

0.5 (0)

**Module Title**

SOP-112: Knowing Students, Families, and Schools, Fall 1

**Module Summary**

In this module, you will learn about the importance of building relationships with your students and their

families, and you'll learn ways to structure relationship-building opportunities into your practice. For your module assessment, you will document how you are using your learning about relationship-building to build new relationships or strengthen existing relationships with students and/or families.

**Module Goal(s)**

- The teacher demonstrates intentionality in her approach to relationship building
- The teacher shares documentation of the relationship-building strategy she implements, and she reflects upon the impact of that strategy (ACEI 5.2, NCTE V-2, NCTE VI-2)

**Module Assessment**

Teachers will create a plan for building and maintaining relationships with students and families

**Selected Readings**

- Bryk, A.S. & Schneider, B. (2002). *Trust in schools: A core resource for improvement*. New York: Russell Sage Foundation.
- Cameron, C. A., & Lee, K. (1997). *Bridging the gap between home and school with voicemail technology*. Journal of Educational Research, 90(3), pp. 182-191.
- Comer, J. (1987). New Haven's school-community connection. *Educational Leadership*, 44(6), pp. 13-16.
- Cozzarelli, C., Wilkinson, A., Tagler, M. (2001). *Attitudes toward the poor and attributions for poverty*. Journal of Social Issues, 57(2), pp. 257-259.
- Graham-Clay, S. (2005). *Communicating with parents: Strategies for teachers*. School Community Journal, 15(1), pp. 117-129.
- Gregory, A and Ripski, M. (2008.) Adolescent trust in teacher: Implications for behavior in the high school classroom. *School Psychology Review*, 37 (3): pp. 337-353
- Gustafson, C. (1998). *Phone home*. Educational Leadership, 56(2), pp. 31-32.
- Harvard Family Research Project. (2000). *A model for family-school-community partnerships*. DeWitt Wallace-Reader's Digest Fund.
- Lott, B. (2001). *Low-income parents and public schools*. Journal of Social Issues, 57(2), pp. 247-259.
- Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms. *Theory Into Practice*, pp. 132-141.
- Noguera, P. A., & Wing, J. Y. (Eds.). (2006). *Unfinished Business: Closing the Racial Achievement Gap in our Schools*. San Francisco: Josey-Bass. (Selected readings.)
- Patterson, K., Grenny, J., McMillan, R, & Switzler, A. (2011.) *Crucial conversations: Tools for talking when stakes are high*. New York: McGraw-Hill. pp.1-16.
- Redding, S., Murphy, M., & Sheley, P., Eds. (2011). Handbook on family and community engagement. Lincoln, IL: Academic Development Institute.
- Sebring, P.B., Allensworth, E., Bryk, A., Easton, J., & Luppescu, S. (2006). *The essential supports for school improvement*. Chicago, IL: Consortium on Chicago School Research at the University of Chicago.
- SEDL. (2014). "Partners in education: A dual capacity-building framework for family-school partnerships." SEDL
- Teaching Tolerance: A Project of the Southern Poverty Law Center. (2014). Family engagement.
- Thomas, A.F. (2011). *Know thy students – including my daughter*. *Middle Ground*, 15(1), pp. 19-20.
- University of Pennsylvania Graduate School of Education. (2014). Succeeding in the city: A report from the New York City Black and Latino Male High School Achievement Study. The Trustees of the University of Pennsylvania.
- Warren, M.R., Hong, S., Rubin, C.L., & Uy, P.S.. (2011). Beyond the bake sale: A community-based relational approach to parent engagement in schools. *Teachers College Record*, 111(9), pp. 2209-2254.

**Sessions**

Session 1: The Value of Relationships (OL, 1 hour). In this session, candidates draw upon research, expert opinion and their own experiences to describe the connection between relationship-building and academic success. Candidates identify that theories of social capital and relational trust are useful lenses through which



teachers can examine their relationships with students and families.

Session 2: Creating Opportunities to Build Relationships (OL, 1.5 hours). Teachers read a variety of strategies and opportunities for building relationships with students and families. These best practices are generated from a variety of sources and apply to a variety of potential settings. Candidates engage further with crafting and using student surveys, family letters, family phone calls and family-teachers conferences to initiate and strengthen relationships.

Session 3: Mindsets and Misconceptions (OL, .5 hours). Candidates learn about and reflect on mindsets, approaches, misconceptions and pitfalls that might enhance or hinder their effectiveness at building relationships. Candidates focus on the key idea that genuine connection, care, respect and humility are critical to relationship-building and engage with theory and research supporting these mindsets. From there, candidates focus on some common misconceptions to explore how these might hinder their attempts to build relationships.

**Hours Total (OL)**

3 + AP

**Module Title**

CC-112: Classroom Management, Fall 1

**Module Summary**

Classroom management is one of the most important and most challenging aspects of teaching. The ultimate goal of classroom management is student success and learning. In order to learn and succeed academically, students need to feel safe in the classroom. To feel safe, they need assurances that from day-to-day there will be a consistency on which they can rely.

Your classroom management in the moment, in conjunction with routines and procedures and a well-planned classroom-management system, helps provide that structure. In this module, you will learn how to ready yourself for management, set precise expectations for your students, reinforce those expectations, and respond consistently when student behavior is detracting from student success and learning.

**Module Goal(s)**

- The teacher will develop foundational skills for creating a calm, positive, and productive classroom culture
- The teacher will clearly communicate precise expectations to students
- The teacher will reinforce expectations
- The teacher will respond consistently to behavior using appropriate corrective actions
- The teacher will manage in a way that is developmentally appropriate for the students in the room (ACEI 1.0)

**Module Assessment**

Candidates will be observed, via in-person observation, showing effective classroom management. Instructors score candidate performance using a rubric from the module. The rubric assesses the candidates' use of strategies taught in the module and also on the effectiveness of those strategies in creating a calm and safe classroom environment.

**Selected Readings**

- Canter, L. (2006). *Classroom Management for Academic Success*. The Behavior Management Cycle. Solution Tree Press. Bloomington, IN.
- Olsen, B. (2008) How Reasons for Entry into the Profession Illuminate Teacher Identity Development.
- Ware, F. (2006) Warm Demander Pedagogy: Culturally Responsive Teaching that Supports a Culture

of Achievement for African American Students. Sage Publications.

- Saphier, J., Haley-Speca, M. A., & Gower, R. R. (2008). *The skillful teacher, building your teaching skills*. (6th ed.). Acton, MA: Research for Better Teaching. pp. 89-108

### Sessions

Session 1: Ready Yourself (OL). Candidates revisit the key concepts of warm demanding and precise expectations. Candidates revise sample expectations to reflect effective elements and ensure they are specific, concrete, sequential and observable. Candidates then have the opportunity to identify a student specific behavior that reoccurs daily or weekly and reflect on why this behavior is reoccurring.

Session 2: Set Expectations (OL). Candidates observe and analyze expectations statements in classroom video- looking for precise expectations that are specific, concrete and observable.

Session 3: Reinforce Expectations (OL) Candidates revisit strategies for reinforcing expectations- like circulating, positive narration and precise praise. They then analyze videos to identify examples of proactive strategies.

Session 4: Ready, Set, Reinforce, Practice (IP) Following the reflection in the previous session, candidates now practice scripting and delivering precise instructions and using practical strategies for reinforcing.

Session 5: Respond Consistently (OL). Candidates engage with case studies highlighting student behaviors in a variety of scenarios and plan possible responses. Through these, candidates explore the underlying causes of specific student behavior and strategies for responding to defiant students.

Session 6: Respond Practice (IP). Candidates practice synthesizing all of the techniques from previous sessions in mock lessons. Candidates receive feedback from their peers and instructors using the assessment rubric. Candidates also collaborate with colleagues to create and practice a plan to respond to a student specific reoccurring behavior.

### Hours Total (OL)

8 (3) + AP

### Module Title

CC-113: The First Minutes, Fall 1

### Module Summary

First impressions matter. They set the tone for an interaction and stick with you long after the interaction ends. The way you greet your students, the procedures you establish for entering the classroom, the first activity students complete, the way you begin a new lesson — each day, the first few minutes of class send students a strong message about what their experience in your room will be like.

In this module, you'll learn how to greet students warmly while reinforcing expectations, as well as how to kick off the lesson in a way that is focused, meaningful, and engaging. The first four sessions of this module are online and, in them, you will learn several techniques and strategies for making the most of the first few minutes of class. Then, in the fifth and final in-person session, you'll practice what you've learned. The module culminates with a video assessment for the first few minutes of your class.

### Module Goal(s)

- The teacher will implement "Threshold" by positioning herself strategically, greeting students warmly, and reinforcing expectations
- The teacher will plan and implement an effective "Do Now," communicate the expectation that students start immediately, and use students' responses to further the lesson
- The teacher will frame the big picture of the lesson and activate current knowledge
- The teacher will hook students by engaging them and investing them in the objective

### Module Assessment



For this module's assessment, you will submit an un-edited, continuous 10-minute video of classroom entry and the lesson opening along with the assessment template.

### Selected Readings

- Lemov, Doug (2010). *Teach Like a Champion*. San Francisco, CA: Jossey Bass. pp. 152-153; 167-177; 197-199.
- Saphier, J., Haley-Speca, M. A., & Gower, R. R. (2008). *The skillful teacher, building your teaching skills*. (6th ed.). Acton, MA: Research for Better Teaching. pp. 162-168.

### Sessions

Session 1: Classroom Entry (OL). In this session, candidates will learn the key idea of "threshold," a procedure intended to help candidates welcome students to their classroom, establish rapport, set the tone, and reinforce classroom routines and expectations. Additionally, the concept of a "Do Now" is introduced as part of a classroom entry routine, so students always know exactly what to do upon seating themselves. Candidates will evaluate audio and video of both Threshold and Do Now, and then plan both for an upcoming lesson.

Session 2: Framing and Activating (OL). In this session, candidates will communicate the objective, criteria for success, and lesson agenda in a student-friendly way, utilizing students' prior knowledge to help them access new material. To do so, teachers will evaluate classroom video of master teachers framing a lesson, identify effective strategies for activating students' current knowledge, and frame a lesson and activate students' knowledge in an upcoming lesson plan.

Session 3: The Hook (OL). In this session, candidates are focused on investing students in lessons in order to maximize student learning, while building understanding that their hook should be directly related to the lesson objective. Through evaluation of video of master teachers' utilizing lesson hooks and readings on hook tools and strategies, candidates will then identify excellent hooks and incorporate these strategies to integrate a strong hook into an upcoming lesson.

Session 4: Variations (OL). While sessions 1 - 3 introduced the five key elements of a focused and efficient first few minutes of class (Threshold, Do Now, Lesson Frame, Activation of Prior Knowledge, Hook), this session focuses on ways candidates can personalize the first few minutes of class. This session offer candidates three example variations (Words of Inspiration, Oral Drill, and Content-Based "Flair") and two opportunities for reflections, but also teaches candidates that there are numerous ways to personalize the first few minutes of class.

Session 5: Practice (IP). Session 5 gives candidates the opportunity to bring key learnings from the first four sessions together and implement an effective classroom entry and lesson opening. Candidates will show understanding by utilizing their learnings and therefore setting the tone for the lesson and classroom through intentionality.

### Hours Total (OL)

6.25 (3.75)

### Module Title

CC-120: Engaging Everybody, Fall 1

### Module Summary

It's not enough for students to be attentive to directions or engaged "in class;" it's engagement *in the learning experiences* that counts. According to Saphier, Haley-Speca, and Gower in *The Skillful Teacher* (2008), "Focusing student attention on learning experiences is perhaps the most fundamental management challenge a teacher faces daily, hourly, and moment-to-moment in any classroom" (p. 19).

In this module, you will learn about five techniques that will help you engage all your students in key learning

experiences throughout your lessons: “Wait Time,” “Cold Call,” “Call and Response,” “Everybody Writes,” and “Turn and Talk.” At the close of the module, you will be assessed on your ability to effectively engage students in your classroom learning experiences.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>The teacher will effectively select and execute strategies for engaging every student in the classroom learning experiences (ACEI 3.4)</li> </ul>
<b>Module Assessment</b>
The teacher will demonstrate the effective execution of techniques from this module through submission of a single, edited video "highlight reel" and a video commentary.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>Axelson, R. D., &amp; Flick, A. (2010). Defining student engagement. <i>Change: The Magazine of Higher Learning</i>, 43(1), pp. 38-43.</li> <li>Bartholomew, B. (2007). <i>Why we can't always get what we want. The Phi Delta Kappan</i>, 88(8), pp. 593-698.</li> <li>Corso, M., Bundick, M., Quaglia, R., &amp; Haywood, D.E. (2013). Where student, teacher, and content meet: Student engagement in the secondary school classroom. <i>American Secondary Education</i>, 41(3), pp. 50-61.</li> <li>Lemov, D. (2010). <i>Teach Like a Champion</i>. San Francisco, CA: Jossey-Bass. pp. 111-141</li> <li>Rowe, M. B. (1986). Wait times: Slowing down may be a way of speeding up . <i>Journal of Teacher Education</i>, 37(1), pp. 43-60.</li> <li>The College Board. (2003). The Neglected "R:" The Need for a Writing Revolution. College Entrance Examination Board.</li> <li>Tyson, M.E.J. &amp; Desai, S. (2012). “God gave us two ears and one mouth for a reason:” Building on cultural wealth through a call-and-response pedagogy. <i>International journal of multicultural education</i>. 14(3), pp. 1-17.</li> </ul>
<b>Sessions</b>
Session 1: “Wait Time” (OL) Session 2: “Cold Call” (OL) Session 3: “Call and Response” (OL) Session 4: “Everybody Writes” (OL) Session 5: “Turn and Talk” (OL) Session 6: Putting It All Together (OL) Session 7: Practice (IP)
<b>Hours Total (OL)</b>
12 (9.5) + AP

# Spring 1

<b>Module Title</b>
TC-102: Using Data to Drive Instruction, Spring 1
<b>Module Summary</b>
<p>The 2002 Oakland Athletics baseball team finished first in their league despite having one of the lowest team salaries in Major League Baseball, and despite losing three of their big-name players to higher-paying teams. How did this team have such a successful year given these obvious disadvantages? If you've read Michael Lewis' bestselling book <i>Moneyball</i>, you'll know it was all about data. Rather than relying merely on gut instincts to select players, Beane and his management team relied on key data to guide their decision-making. They filtered through mounds of information to leverage only those essential data that were indicators of success for leading their team. The result? The team was a huge success, and many other MLB teams soon began replicating Beane's approach.</p> <p>Like the managers of the Oakland A's, in this module you will sift through a large volume of student-achievement data to identify the corresponding action steps that will lead your team (students) to greater success. You will learn the skills necessary to successfully analyze and respond to your own data. Using case-study work samples, you will <i>analyze</i> sample data at the whole-class, standard, question, and student levels. You will also identify common data-analysis pitfalls, and will learn concrete strategies for avoiding those pitfalls. In your second session, you will learn how to <i>respond</i> to a set of student-achievement data. Using the same case-study work samples, you will identify common pitfalls of data-driven action plans and concrete strategies for avoiding those pitfalls. You will learn effective strategies for re-teaching, reviewing, and individual student intervention. Game on!</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"><li>• The teacher will analyze student-achievement data to identify strengths and growth areas (ACEI 4.0)</li><li>• The teacher will create a four-week instructional in response to student-achievement data (ACEI 4.0)</li></ul>
<b>Module Assessment</b>
Graduate students will write a data-driven action plan, and will submit accompanying student-achievement data, screenshots of SGA analytics (if applicable), and the annotated unit assessment
<b>Selected Readings</b>
<ul style="list-style-type: none"><li>• Bambrick-Santoyo, P. (2010). <i>Driven by data: A practice guide to improve instruction</i>. San Francisco: Jossey-Bass.</li><li>• Bambrick-Santoyo, P. (2012). <i>Leverage leadership: A practice guide to building exceptional schools</i>. San Francisco: Jossey-Bass.</li></ul>
<b>Sessions</b>
<p>Session 1: Analyzing Data (IP). In this session, candidates analyze their own student achievement data at the whole-class level, item level and the standard/ skill level. Through this process, candidates identify concrete strategies for analyzing data. Candidates leverage data analysis strategies to write the data analysis portion of a data driven re-teach and remediation plan.</p> <p>Session 2: Responding to Data (IP). In this session, candidates identify strategies to respond to their data which include creating a "rule" to determine audience of re-teach, identifying a focus standard or skill and aligning teacher actions to student misconceptions. The candidate will develop a whole class re-teaching plan that is responsive to the student misconceptions revealed in data analysis.</p>
<b>Hours Total</b>

<b>Module Title</b>
TC-121: Checking for Understanding, Spring 1
<b>Module Summary</b>
<p>“Any questions?” “Get it?” “Right?” “Make sense?”</p> <p>As a K-12 student, how often did you hear these prompts and others like them? Are you ever tempted to ask similar questions of your students?</p> <p>Great teachers know that it’s what students learn, not what the teacher teaches, that determines their students’ success, but it can be challenging to measure student learning effectively “in the moment.” Prompts like those above represent attempts — ineffective attempts, but attempts nonetheless — to formatively assess students’ knowledge and skills. In other words, these prompts represent good intentions to get a pulse on student learning <i>before</i> the conclusion of the unit or lesson so that the teacher can improve her own instruction and provide students with meaningful feedback.</p> <p>But you can do so much better.</p> <p>In this module, you will deepen your understanding of why we check for understanding, learn and practice methods for checking for understanding effectively “in the moment,” and learn and practice ways of adjusting your instruction after checking so that your students are learning <i>more</i> every minute of every day.</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will use effective questioning strategies to gather real-time data on student learning</li> <li>• The teacher will adjust instruction effectively in response to collected data (ACEI 3.4)</li> </ul>
<b>Module Assessment</b>
The teacher will submit (1) a video clip showcasing a questioning strategy, an adjustment strategy, and a written reflection. Candidates are assessed using a rubric focusing on both the strategies taught in this module and also evaluating how effectively candidates use these strategies to gather thoughtful data and make the appropriate adjustments to instruction.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Black, P., &amp; Wiliam, D. (1998). Assessment and classroom learning. <i>Assessment in Education</i>, 5(1), pp. 7-74</li> <li>• Brewster, C., Fager, J., &amp; Northwest Regional Educational Laboratory. (2000). <i>Increasing student engagement and motivation: From time-on-task to homework</i>. Portland, Or: Northwest Regional Educational Laboratory. (Selected readings.)</li> <li>• Cazden, C. B. (1988). <i>Classroom discourse: The language of teaching and learning</i>. Portsmouth, NH: Heinemann.</li> <li>• Fisher, D. &amp; Frey, N. (2007.) <i>Checking for understanding: formative assessment techniques for your classroom</i>. ASCD: Alexandria, VA.</li> <li>• Fuchs, L.S. &amp; Fuchs, D. (1986). <i>Effects of systematic formative evaluation: a meta-analysis</i>. <i>Exceptional Children</i>, 53(3), pp. 199 – 208.</li> <li>• Lemov, D. (2010). <i>Teach like a champion</i>. San Francisco, CA: Jossey-Bass. pp. 88-92</li> <li>• Popham, W.J. (2008). Formative assessment: Seven stepping stones to success. <i>Principal Leadership</i>, 9(1), pp. 16.</li> <li>• Reichert, M. (2010). <i>Reaching boys, teaching boys: Strategies that work and why</i>. New York: Jossey-Bass. (Selected readings.)</li> <li>• Rowe, M.B. (1987). “Wait Time: Slowing Down May Be a Way of Speeding Up.” <i>American Educator</i>,</li> </ul>

11 (1), pp. 38-43, 47.

- Saphier, J., Haley-Speca, M., Gower, R. (2008). *The skillful teacher: Building your teaching skills*. Acton: Research for Better Teaching. pp. 194.
- Stiggins, R. (1999). *Assessment, student confidence, and school success*. *The Phi Delta Kappan*. 81(3), pp. 191-198.
- Wiliam, D. (2011). *Embedded formative assessment*. Solution Tree Press: Bloomington, IN.

### Sessions

Session 1: Checking for Understanding (OL). In the first session, candidates explore and analyze the effectiveness of three different checking for understanding techniques. Candidates explore the purpose behind using these strategies as well as the nuance on how to use these well. Throughout this session, candidates have the opportunity to observe these strategies used in a variety of settings.

Session 2: Practice Checking (IP). In this session, candidates explore the theory on how formative assessments enhance student learning and how they use formative assessment data to inform instructional decisions. Candidates then have the opportunity to gather real-time data on student learning in a practice protocol.

Session 3: Peer Review (OL) In this session, candidates upload a video of themselves implementing check for understanding techniques and adjusting instruction. Candidates receive rubric-based feedback from their peers that they can implement before submitting a video for the final assessment.

Session 4: Adjusting Instruction (OL) Candidates observe three different ways to adjust instruction in response to data about student learning and engage with the theory behind those strategies. Candidates then have the opportunity to practice adjusting instruction after checking for understanding and explore synthesizing the techniques as they actually would in class. Finally, candidates reflect on advice from expert teachers on this topic.

Session 5: Practice Adjusting (IP) Candidates practice synthesizing all of these skills- checking for understanding and gathering data and adjusting instruction in response. Candidates reflect on how they determine what kind of adjustment to make and apply practical ideas for how to effectively re-teach a concept or skill students are struggling with.

### Hours Total (OL)

8 (3) + OL

### Module Title

LIT-102: Writing Development and Instruction, Spring 1

### Module Summary

In 2011, the National Assessment of Educational Progress (NAEP) administered its first computer-based writing assessment for 8<sup>th</sup>- and 12<sup>th</sup>-grade students. More than 50,000 students responded to prompts that required them to write for a variety of purposes. Of those students, 24% performed at the *proficient* level (National Center for Education Statistics, 2012). Foundational writing skills in elementary school lead to proficient writing in secondary classrooms, in college, and in the workplace. In this module, you will focus on executing excellent writing instruction through a Gradual Release of Responsibility (I-We-You) writing lesson. You will focus on how to teach planning, drafting, revising, editing, and publishing through the I-We-You model, and you will also explore informal writing opportunities in the classroom. Writing types featured in this module will include narrative, expository/informational, and argument. While the focus of this module is on writing development and effective writing instruction, you will also learn about children's literature in preparation for upcoming modules.

### Module Goal(s)

- The teacher plans an effective writing lesson (ACEI 3.1, ACEI 2.1)
- The teacher models writing aligned to a targeted skill

- The teacher shares the pen by employing interactive, shared, and/or guided writing (ACEI 3.4)
- The teacher facilitates student sharing of original writing (ACEI 3.5)
- The teacher analyzes student work to inform future instruction (ACEI 4.0)
- The teacher demonstrates knowledge about aspects of English Language Arts

### Module Assessment

You will submit a video and lesson plan of writing instruction reflecting the learning theory and strategies presented in the module. This will include analysis of a piece of student writing related to this lesson.

### Selected Readings

- The Vermont Writing Collaborative, Student Achievement Partners, and CCSSO (2013). *In common: Effective writing for all students: Collection of all student work samples, K-12*. Retrieved from: [http://www.achievethecore.org/content/upload/Big\\_1\\_DR8.12.pdf](http://www.achievethecore.org/content/upload/Big_1_DR8.12.pdf).
- Anderson, C. (2008). *Strategic writing conferences: Smart conversations that move young writers forward* \*Finished project. Portsmouth, NH: Heinemann.
- Teach For America (2010). *Elementary Literacy*. Various Pages.
- Bambrick-Santoyo, P., Settle, A., and Worrell, J. (2013). *Great habits great readers*. San Francisco: Jossey Bass.
- Shanahan, T. (2012). The Common Core Ate My Baby. *Educational Leadership*, 70(4), 10-16.

### Sessions

Session 1: Introduction to Writing. In this session, candidates read and summarize the CCSS for writing and language. Candidates read about on-demand writing and the writing process. Drawing from this, candidates identify the range of writing and types of writing that should take place in the classroom. Following an analysis of anchor papers, candidates identify attributes of each type of writing.

Session 2: Writing Development and Assessment. In this session, candidates differentiate among a variety of tools (holistic rubrics, analytic rubrics, writing continuum) by identifying their uses. Candidates then use the writing continuum to analyze student writing samples. Candidates explore and describe the traits of writing: ideas, organization, voice, word choice, sentence fluency, conventions and presentation.

Session 3: Attributes of Good Writing. Candidates synthesize and apply learning from previous sessions as they analyze student writing samples to identify the traits in student writing. Candidates then use an analytic writing rubrics and grade level standards to analyze student writing and generate an objective for a writing lesson.

Session 4: Informational Writing. Candidates come together to identify ways to practically integrate a range of writing in the classroom. As part of this, candidates analyze sample unit plans, lesson plan and student writing focused on informational writing, including research writing, to identify ways to integrate this into their upcoming instruction.

Session 5: Introduction to the Writing Process. Candidates explore literature on the stages of the writing process and the connections between the writing process and the CCSS. Candidates are then equipped to describe the purpose and timing of the stages of the writing process.

Session 6: Introduction to I-We-You in Writing. Candidates are introduced to the idea of gradual release in writing through reading about the parts of a writing lesson. Candidates then watch excerpts of experienced teachers executing each part of the writing lesson. Drawing on this, candidates articulate the effective elements of gradual release in writing and explore these further through annotated lesson plans. Ultimately, candidates will describe what introduction to new material and student practice look like in terms of modeled writing, shared writing and independent writing and identify these in action.



Session 7: Planning and Drafting. Candidates explore and select 2-3 ways to help students generate and organize ideas before they write. Candidates observe and participate in a model lesson that demonstrates these and also models ways to support students when drafting. Candidates then explore how planning and drafting strategies may vary when writing informational texts.

Session 8: Revising, Editing and Publishing. Candidates identify differences between revising and editing by engaging in model lessons highlighting each component. Candidates also analyze a video of a writing lesson focused on one part of the writing lesson. Candidates then focus on practical and effective ways to invest students in working through the writing process, including ways to leverage publishing as an investment tool.

Session 9: I-We-You in Writing. In this session, candidates evaluate CCSS-aligned objectives for a writing lesson and describe effective openings and closings in writing instruction. Candidates have the opportunity to practice planning a writing lesson, drawing on their understanding of all of the previous parts of this module, and aligned to a given objective. Candidates receive peer and instructor feedback using the rubric that will be used for the final assessment.

Session 10: Peer Review. Candidates upload and share their lesson plan with another colleague. Through the peer review, candidates reflect on their own writing instruction and provide feedback to a colleague based on the criteria of this module's assessment.

**Hours Total (OL)**

12.75 (5.25)

**Module Title**

LIT-103: Reading Informational Texts and Writing About Reading, Spring 1

**Module Summary**

On the 2009 National Assessment of Educational Progress (NAEP), literary and informational passages appeared equally as frequently on the fourth-grade assessment (2008). By eighth grade, the informational passages were slightly more frequent, and by the end of high school, informational passages made up 70% of the passages on the NAEP assessment (2008). The authors of the Common Core State Standards also emphasize the importance of reading informational texts: "Part of the motivation behind the interdisciplinary approach to literacy... is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas" (National Governors Association Center for Best Practices and Council of Chief State School Officers, 2010). This module focuses on using informational texts in your reading instruction across the school day as part of text sets, content instruction, and independent reading. Informal writing is also revisited through written response to informational texts.

**Module Goal(s)**

- The teacher crafts text-dependent questions about informational texts and provides opportunities for students to develop written responses to the questions (ACEI 2.1, ACEI 3.1)

**Module Assessment**

The teacher will craft a lesson plan with text-dependent questions matched to an informational text.

**Selected Readings**

- Rosenblatt, Louise. *Making Meaning with Texts*. Portsmouth, NH: Heinemann, 2005. Selected Readings.
- Jones, Stephanie. *Disconnections: Pushing Readers Beyond Connections and Toward the Critical*. Pedagogies: An International Journal. Vol. 2, Issue 2, 2007. p 95 – 115.
- Keene, Ellin Oliver. *To Understand: New Horizons in Reading Comprehension*. Portsmouth, NH:

Heinemann, 2008.

- The Vermont Writing Collaborative, Student Achievement Partners, and CCSSO (2013). *In common: Effective writing for all students: Collection of all student work samples, K-12*. Retrieved from: [http://www.achievethecore.org/content/upload/Big\\_1\\_DR8.12.pdf](http://www.achievethecore.org/content/upload/Big_1_DR8.12.pdf).

### Sessions

Session 1: Introduction to Informational Texts. Candidates begin by exploring information texts across grade levels by reading three passages from Appendix B of the Common Core State Standards. Candidates focus on the purposes, structures and demands of each text. Candidates identify the characteristics of informational texts and engage with case studies that explore the difference between teaching informational reading and teaching literary reading.

Session 2: Text Sets. In this session, candidates explain the relationship among volume of reading, reading comprehension, vocabulary development and background knowledge. Candidates observe text sets in action in the classrooms of effective teachers and identify how the text sets help to clarify ideas and increase engagement in rigorous topics. From this, candidates will identify the attributes of effective text sets and how to use text sets in instruction.

Session 3: Writing about Reading. Candidates develop an understanding the structure and components of written responses texts through reading and analyzing student work samples, Candidates will leverage this to identify opportunities for students to write about reading.

Session 4: Using Evidence in Writing. Candidates read about the components of strong evidence-based writing about texts and review and analyze samples of strong evidence across grade levels. Candidates develop skills for evaluating the strength of evidence in student writing samples.

Session 5: Introduction to Independent Reading. Candidates identify and describe the characteristics of aesthetically pleasing, user-friendly, motivating and efficient classroom library set ups and systems. Candidates engage with a series of practical strategies and methods they may leverage to increase the volume of reading in their classrooms.

Session 6: Reading Informational Texts. Candidates plan and practice a reading lesson using an informational text, drawing on the strategies and concepts from the previous sessions. Candidates focus on how their lessons support students in meeting the unique demands of informational texts, utilize text-dependent questions that require the use of evidence gathered through careful, close reading of a text and scaffold questions to build students' understanding from factual to inferential to critical thinking.

Session 7: Planning for Writing about Informational Texts. Candidates analyze writing samples to identify strengths and areas of growth when writing about reading and design a set of opportunities to write about reading including during a close reading of a text. In this, candidates focus on ensuring that the structure and components of written responses to text reflect the purpose of writing and facilitates comprehension of the text.

Session 8: Literature, Libraries and Reading. Candidates will execute a book talk to highlight a book in the library with the purpose of engaging and motivating students to engage with texts. Candidates will also evaluate a children's book for use during independent reading or in a text set.

### Hours Total (OL)

7.5 (3)

### Module Title



Math-102: Understanding Operations, Spring 1

**Module Summary**

Number sense leads students to make sense of operations as they progress through school. Students in lower elementary grades build upon their understanding of place value to learn about whole-number computation – adding and subtracting – while students in upper elementary grades are introduced to fractions and operations with fractions.

If you teach grades 1-2, you will complete sessions 1-9. You will focus on the concepts of addition and subtraction, the many contexts in which mathematicians must use these two operations, and how to support students in developing an understanding of these concepts and applications. You will learn how to define an algorithm and understand what place it has in elementary mathematics. By the end of the module, you will be able to create and execute a remediation action plan on addition or subtraction with your students.

If you teach grades 3-6, you will complete sessions 10-18. You will begin by learning how fractions exist within the base-ten number system and how a strong understanding of the base-ten number system provides the foundation for all work with fractions. You will also learn how to effectively use models like fraction strips, number line diagrams, and tape diagrams with students. By the end of the module, you will be able to create and execute a remediation action plan on fractions with your students.

**Module Goal(s)**

- The teacher accurately identifies student understandings and misconceptions (ACEI 2.3)
- The teacher effectively implements a remediation plan that includes all the components of an effective remediation plan AND demonstrates clear alignment between the lesson and student misconception(s) (ACEI 3.2)
- The teacher purposefully reflects on his implementation of the remediation lesson by identifying one thing that went well, one thing that could have gone better, strategies used to implement the lesson, and strategies that could be used next time (ACEI 5.1)
- The teacher demonstrates knowledge about aspects of elementary math (ACEI 2.3)

**Module Assessment**

The teacher will analyze two work samples and submit a remediation action plan with a 3-6 minute video of the execution of the plan based on student work samples.

Grades 1-2 teachers will submit a student work sample that shows a misconception with addition and/or subtraction. Grades 3-6 teachers will submit a student work sample that shows a misconception with fractions.

**Selected Readings**

- Chase, L. (2013). *Fractions Reader*. Deshpande, R. (Ed.). Relay Graduate School of Education.
- Pollack, A. (1999, Oct 01). Missing what didn't add up, NASA subtracted an orbiter. *New York Times*, pp. A.1-1.
- Burns, Marilyn. (2007). About Teaching Mathematics: A K-8 resource. Sausalito: Math Solutions. Selected pages.
- Chapin, S., & Johnson, A. (2006). Math matters understanding the math you teach, grades K-8 (2nd ed.). Sausalito, CA: Math Solutions Publications.
- Walle, J., Lovin, L., Karp, K., & Bay-Williams, J. (2014). Teaching Mathematics for Understanding. In Teaching student-centered mathematics: Developmentally appropriate instructions for grades Pre-1-2 (V1) (2nd ed., Pearson new international ed., Vol. 1, pp. 4-7). Upper Saddle River, NJ: Pearson Education.
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). The common core state standards for mathematics. Washington, D.C.: Author.
- Empson, S., & Levi, L. (2011). Extending children's mathematics: Fractions and decimals. Portsmouth, NH: Heinemann.

- Kilpatrick, J., Swafford, J., Findell, B. (Eds.), (2001). Adding it up: Helping children learn mathematics. (National Research Council, Mathematics Learning Study Committee). Washington, D.C.: National Academy of Sciences. pp 187.

### Sessions

1-2:

- Session 1: Intro to Addition and Subtraction (OL, 1 hr)
- Session 2: Joining, Counting On, and Part-Part-Whole (OL, 1 hr)
- Session 3: Separating and Comparing (OL, 1 hr)
- Session 4: Decomposition as Arithmetic Strategy (OL, 1 hr)
- Session 5: Addition Tools and Algorithms (IP, 1.5 hrs)
- Session 6: Subtraction Tools and Algorithms (IP, 1.5 hrs)
- Session 7: Constructing and Critiquing Addition and Subtraction Arguments (IP, 1.5 hrs)
- Session 8: Identifying Misconceptions (OL, 1.5 hrs)
- Session 9: Rigorous Assessment of Content and Practice (IP, 1.5 hrs)

3-6:

- Session 1: Intro to Fractions (OL, 1 hr)
- Session 2: Representation of Fractions, Ordering Fractions, and Equivalent Fractions (OL, 1 hr)
- Session 3: Addition and Subtraction with Fractions (OL, 1 hr)
- Session 4: Multiplication and Division with Fractions (OL, 1 hr)
- Session 5: Addition and Subtraction Fraction Tools and Algorithms (IP, 1.5 hrs)
- Session 6: Multiplication and Division Fraction Tools and Algorithms (IP, 1.5 hrs)
- Session 7: Constructing and Critiquing Fractions Arguments (IP, 1.5 hrs)
- Session 8: Identifying Misconceptions (OL, 1.5 hrs)
- Session 9: Rigorous Assessment of Content and Practice (IP, 1.5 hrs)

### Hours Total (OL)

9.5 (3.5)

### Module Title

TC-124: Student Practice, Spring 1

### Module Summary

It is often said that “practice makes perfect.” In reality, only “perfect practice makes perfect.” But what makes for perfect practice? By the conclusion of this module, you should be able to plan and execute effective student practice in your classroom. Before planning effective practice, you must first be clear about the type of objective your students are attempting to master because that will determine how they should practice. In the first of three online sessions, you will explore objective types. In the second online session, you will learn four key principles common across all effective student practice (“At-Bats,” Gradual Release, Monitor & Adjust, and Alignment to the Objective). In the final online session, you will learn concrete strategies to make student practice most effective as you gradually release responsibility for objective mastery during your student practice. In the final session, in person, you will work to improve the efficacy of your student practice through collaborative planning, role play, and exemplar video review. As your final assessment for this module, you will submit a video and any supporting materials that showcase student practice in your classroom.

### Module Goal(s)

- The teacher will provide “At-Bats” that are appropriate in number, type, and level of independence given the objective (ACEI 3.1, ACEI 3.4, ACEI 1.0)
- The teacher will gradually release the cognitive work to the students
- The teacher will monitor student learning and adjust practice accordingly
- The teacher will leverage practice that is aligned to the objective

<b>Module Assessment</b>
Teachers will effectively execute student practice in a classroom video and supporting lesson materials. <i>This module will be assessed jointly with TC-122: Introducing New Material. Teachers' assessments will be scored on separate rubrics.</i>
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Dean, C., Hubbell, E., Pitler, H., and Stone, B. (2012). <i>Classroom instruction that works: Research-based strategies for increasing student achievement: Second Edition</i>. Alexandria, VA: ASCD.</li> <li>• Marzano, R. (2007). <i>The art and science of effective teaching: A comprehensive framework for effective instruction</i>. Alexandria, VA: ASCD. Pp. 60-65; 72-81</li> </ul>
<b>Sessions</b>
<p>Session 1: What's Your Objective? Candidates read about the difference between objective types and identify the difference between procedural and declarative objectives. Candidates draw on this understanding to practice classifying objectives as procedural or declarative and learn about the four principles of effective student practice that are independent of objective type.</p> <p>Session 2: Principles of Student Practice. Candidates explore further the four principles of effective student practice- categories as "at bats", gradual release, monitor and adjust and alignment to the objective. Candidates explore that while each principle applies to student practice independent of objective type, there are differences in the way each of these principles comes into practice dependent on objective type. Candidates engage with a series of readings and videos to explore these topics.</p> <p>Session 3: Candidates learn about concrete strategies that ensure the gradual release of cognitive work to students during practice on a continuum. Candidates read about the strategies, observe them through video and analyze when they might leverage each technique.</p> <p>Session 4: Planning and Leading Student Practice. Candidates craft lesson plans that ensure students have authentic and varied practice opportunities. Candidates have the opportunity to get peer and instructor on their plans and also on a portion of the plan they practice in a mock classroom. Feedback focuses on the type of practice, the alignment to the objective and the goal of gradual releasing cognitive work to students throughout practice.</p>
<b>Hours Total (OL)</b>
4.5 (3) + AP

<b>Module Title</b>
SGA-101: Year 1 Pathway, Spring 1
<b>Module Summary</b>
<p>Ever get lost? It's the worst! It's good to have GPS, but it's even better to start out with a clear roadmap to get you from point A to point B. It's no fun to try and find your way after you've already gotten started.</p> <p>The same rule applies to academic achievement. Teachers and students reach Ambitious Academic Goals by investing time up front to create a clear and thoughtful plan, or Pathway, and by working hard to achieve their goals throughout the school year.</p> <p>What should your Pathway include, and where do you begin? That's exactly what this module is about. In SGA-101: Year 1 Pathway, you will learn all about The Relay GSE Pathway for Measuring Academic Achievement, a five-step process for setting and measuring meaningful Academic Goals for your students. You'll leverage your learning from the previous module — Students, Schools and Families — to align your Pathway to your particular teaching context.</p>

By the end of this module you will have started on a clear and thoughtful Pathway representing the planning, intention, and dedication needed to see your students achieve their Academic Goals by the end of the school year. You will know where your students stand, where they need to be, and what it means to get them there. Let's begin!

### Module Goal(s)

- The teacher will articulate principles for measuring student achievement (ACEI 4.0)
- The teacher will create a plan to measure student learning for the year

### Module Assessment

In this assessment, graduate students will create a plan for measuring student achievement through the remainder of the school year.

### Selected Readings

- Bambrick-Santoyo, P. (2010). *Driven By Data*. San Francisco: Jossey Bass
- Collins, J. & Porras, J. (1997). *Built to Last*. New York: HarperCollins Publishers, Inc., pp. 94.
- Covington, M. R. (2000). "Goal Theory, Motivation, And School: Achievement: An Integrative Review," Annual. Rev. Psychology, pp. 51; 171–200
- Dweck, C. S. (2000). "Misconception About Self-esteem and About How to Foster It." *Self-Theories: Their Role in Motivation, Personality, and Development*. Philadelphia, PA: Psychology Press, pp. 2-4.
- Escalante, J. & Dirkmann, J. (1990). "The Jaime Escalante Math Program." *The Journal of Negro Education*. Summer: pp. 407-423.
- Farr, S. (2010). *Teaching as leadership: The highly effective teacher's guide to closing the achievement gap*. San Francisco: Jossey-Bass.
- Nisbett, R. E. (2009). *Intelligence and how to get it: Why schools and cultures count*. New York, New York: Norton. Pp. 39-56; 61-66.

### Sessions

Session 1: Introduction to SGA. In this session, candidates explore the purpose and structure of an SGA pathway. An effective pathway incorporates the content and skills you are teaching, a valid and sensible plan for assessing student progress and a method for tracking and monitoring student performance over time. Candidates also explore and distinguish between mastery- and growth-based measures of student achievement.

Session 2: Standards Mastery Pathways. Candidates develop an understanding of what it means to measure standards mastery- distinguishing between this and an assessment score. Candidates explore how planning and intentionality, alongside careful attention to detail, create a thoughtful SGA Pathway.

Session 3: Growth-Based Pathways. Candidates explore how to cultivate an accurate and meaningful measure of reading and writing growth and identify robust, aligned assessments they may use to measure baseline versus end of year results. Candidates explore how to set goals for growth that leverage students' starting points, the type of assessment used and individual students' performance.

Session 4/5/6: Trackers. In each of these sessions, candidates gain familiarity with the tool they will use to measure student performance in their pathway. Candidates are equipped to set up their tracker with all of the pathway information and begin gathering data.

Session 7: SGA Handbook Practice. In this session, candidates explore the policies handbook for their SGA course. The handbook highlights principles of effective assessment and measurement and outlines best practices for setting up a pathway.

Session 8: SGA Handbook Assessment. Candidates apply and demonstrate their understanding of policies

and best practices studied in the previous session.
<b>Hours Total (OL)</b>
7.5 (2.5) + AP
<b>Module Title</b>
SGA-102: Year 1 Outcomes, Spring 1
<b>Module Summary</b>
In this module, you will take the necessary steps to verify and finalize your Year 1 results. At this point, you will be prepared to submit, reflect upon, and celebrate your end-of-year outcomes. You will also reflect on how those outcomes connect to the quality of your Pathway and the strengths of your teaching practice.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will verify and finalize that students demonstrate mastery of content and of skills relevant to content (]]</li> <li>• The teacher will report and reflect on Year 1 student-achievement outcomes (ACEI 5.1)</li> <li>• The teacher will reflect on Year 1 Pathway and Year 1 teaching practice</li> </ul>
<b>Module Assessment</b>
Graduate students will complete Pathway(s) for Measuring Academic Achievement and reflect on end-of-year results.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Bambrick-Santoyo, P. (2010). <i>Driven By Data</i>. San Francisco: Jossey Bass</li> <li>• Collins, J. &amp; Porras, J. (1997). <i>Built to Last</i>. New York: HarperCollins Publishers, Inc., pp. 94.</li> <li>• Covington, M. R. (2000). "Goal Theory, Motivation, And School: Achievement: An Integrative Review," Annual. Rev. Psychology, pp. 51; 171–200</li> <li>• Dweck, C. S. (2000). "Misconception About Self-esteem and About How to Foster It." <i>Self-Theories: Their Role in Motivation, Personality, and Development</i>. Philadelphia, PA: Psychology Press, pp. 2-4.</li> <li>• Escalante, J. &amp; Dirkmann, J. (1990). "The Jaime Escalante Math Program." <i>The Journal of Negro Education</i>. Summer: pp. 407-423.</li> <li>• Farr, S. (2010). <i>Teaching as leadership: The highly effective teacher's guide to closing the achievement gap</i>. San Francisco: Jossey-Bass.</li> <li>• Nisbett, R. E. (2009). <i>Intelligence and how to get it: Why schools and cultures count</i>. New York, New York: Norton. Pp. 39-56; 61-66.</li> </ul>
<b>Sessions</b>
<p>Session 1: Verify Outcomes. Candidates review their data to ensure that their data is verified as an accurate and meaningful representation of what students have learned. To do this, candidates' quality-check data, account for final rosters, confirm that trackers are error free and calculate performance towards student achievement goals.</p> <p>Session 2: Reporting and Reflecting on Year 1 Data. Candidates learn how to interpret and draw inference from large data sets. Candidates learn how to explain numerical end of year student achievement outcomes. Candidates reflect on what student achievements reveal about student understanding and mastery and about gaps and misconceptions. Candidates reflect on their work from the year and link student performance to their own strengths and weaknesses.</p>
<b>Hours Total (OL)</b>
3.5 (1) + AP

<b>Module Title</b>
SOP-103: Integrating Elements of Effective Instruction I, Spring 1
<b>Module Summary</b>
<p>You've reached the end of your first year at Relay GSE. Congratulations! You've taken modules in all of the Elements of Effective Instruction: Self and Other People, Classroom Culture, Teaching Cycle, and Content. Together, these elements prepare you to lead your K-12 students to academic growth.</p> <p>In this module, you will produce an extended video wherein you tag a number of the instructional strategies and techniques you have learned during your first year at Relay GSE, and reflect on how they've changed your practice since the beginning of the school year. This is a chance for you to celebrate your growth and reflect on how the discrete techniques and strategies you've honed come together! It is also a chance for you to determine what goals you would like to set in order to increase your effectiveness next year.</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>The teacher will reflect on her instructional practice at the end of her first year at Relay GSE</li> </ul>
<b>Module Assessment</b>
<p>Candidates submit a 15-30 minute video demonstrating uninterrupted instruction and an accompanying reflection. Candidates videos are assessed on the following criteria:</p> <p>1) Video: The Video must be between 15 and 30 minutes long and include the beginning of your class or lesson. This video should reflect a typical day of learning. Candidates should be delivering a lesson or facilitating inquiry: it should not be a test day or a day of student presentations. Whole-group instruction is preferred, but small group instruction is fine, too. Candidates are not evaluated on the quality of the video but on the reflections you draw from recording and observing yourself.</p> <p>2) Candidates reflect using a template provided. As they reflect, candidates include time stamps identifying instructional strategies and techniques learned in the year and reflect on how those strategies and techniques have helped you lead your 1-12 students to academic growth.</p> <p>Candidates are evaluated on the completion of this assessment.</p>
<b>Selected Readings</b>
N/A
<b>Sessions</b>
Assessment only; no sessions associated with this module — time allocation is work time for teachers to complete the assessment
<b>Hours Total (OL)</b>
2.5 (2.5)

<b>Module Title</b>
SOP-113: Reflecting on Cultural Responsiveness, Spring 1
<b>Module Summary</b>
<p>Who are you becoming as a teacher?</p> <p>This module will prompt you to reflect upon this question and others like it in your ongoing effort to become ever-increasingly socioculturally conscious — that is, to develop an understanding of your own worldview and its profound relationship to your life experiences, as mediated by a variety of factors, including your identity markers.</p> <p>Your reflection will take the form of an educational autobiography, and all learning activities in the module are intended to prepare you to craft and share an educational autobiography of your own.</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>The teacher will explain the evolution of her sociocultural consciousness</li> </ul>



- The teacher will explain how an identity marker shaped her educational experiences
- The teacher will explain how her evolving sociocultural consciousness impacts her students (ACEI 5.1)

### Module Assessment

The teacher will generate a two-to-four-page reflection on the evolution of her sociocultural consciousness in which she responds to the question "Who am I becoming as a teacher?"

### Selected Readings

- Anzaldúa, G. (1987). *Borderlands/La Frontera*. In Rivkin, J. & Ryan, M. (Eds.), *Literary Theory: An Anthology*. Oxford: Blackwell, pp. 1017-1030.
- Aronson, J. (2008). Knowing students as individuals. In M. Pollock (Ed.), *Everyday antiracism: Getting real about race in school* (pp. 67 - 68). New York: The New Press.
- Banks, J.A. (1993). "Multicultural Education: Historical Development, Dimensions, and Practice." *Review of Research in Education*, 19: pp. 3-49.
- Berger, M. (2013 December 16). One drop, but many views on race. *New York Times*.
- Chideya, F. (2014 January 3). Traveling while black. *New York Times*.
- Coates, T. (2013 August 26). Through the parisian looking glass. *The Atlantic*.
- Gorski, P. (2012). Stages of multicultural curriculum transformation
- Howard, C. T. (2003). "Telling their side of the story: African-American students' perceptions of culturally relevant teaching," *The Urban Review*, 33(2): pp. 131-149
- Kelley, R. (2009, July 13). "The roots of racism: What we don't know can hurt us." *Newsweek*
- Ladson-Billings, G. (1995). "But that's just good teaching! The case for culturally relevant pedagogy." *Theory Into Practice*, 34(3): pp. 159-165.
- Marshall, K. (2009). *Rethinking teacher supervision and evaluation: How to work smart, build collaboration, and close the achievement gap*. San Francisco: Jossey-Bass. (Selected readings.)
- Nieto, S. (2003). *What keeps teachers going?* New York: Teachers College Press.
- Nieto, S., & Hawley, W. (2010). Another inconvenient truth: Race and ethnicity matter. *Educational Leadership*, 68(3), pp. 66-71.
- Powers, R. (1998). Using critical autobiography to teach the sociology of education. *Teaching Sociology* 26(3), pp. 198-206.
- Rist, R. (1970). "Student Social Class and Teacher Expectations: The Self-Fulfilling Prophecy in Ghetto Education." *Harvard Educational Review*, 40(3): pp. 266-301.
- Singham, M. (1998). The canary in the mine: The achievement gap between black and white students. *Phi Delta Kappan*, 80(1), pp. 8-15.
- Steele, C. M. (1999). Thin ice: Stereotype threat and black college students. *The Atlantic*.
- Tajfel, H. & Turner, J. C. (1986). The social identity theory of inter-group behavior. In S. Worchel and L. W. Austin (eds.), *Psychology of intergroup relations*. Chicago: Nelson-Hall.
- Tatum, B. D. (2003). *Why are all the black kids sitting together in the cafeteria?* New York: Basic Books.
- Villegas, A.M., & Lucas, T. (2002). *Educating culturally responsive teachers: A coherent approach*. Albany, NY: State University of New York Press.

### Sessions

Session 1: Prepare. In the opening session candidates reflect on their own educational experiences in preparation for writing an educational autobiography. Candidates engage with a series of texts that inform and guide their reflection. Starting with the theoretical background, they build the rationale for writing an educational autobiography and then respond to a series of writing problems to guide reflection on the intersection between identity and educational experiences.

Session 2: Write and Share. In this session, candidates draft their own educational autobiography. Following this, they practice ways of listening to their own and others' stories in order to more deeply analyze,



understand and respond to the assumptions, expectations and beliefs they bring to their own teaching practice.
<b>Hours Total (OL)</b>
4 (1.5) + AP

<b>Module Title</b>
TEL-200: Supporting Students With Disabilities, Spring 1
<b>Module Summary</b>
In this module, we will explore the legal frameworks and best practices you will need to effectively serve students with disabilities. The online sessions for this module focus on the technical background you need to discuss student needs (e.g., the referral process, reading an IEP, et al.), while the in-person sessions focus more on the experience of including students with disabilities in your classroom (e.g., classroom culture).
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will demonstrate a student-first, inclusive mindset when discussing students with disabilities</li> <li>• The teacher will connect information in a student's IEP to relevant characteristics of a student's disability</li> <li>• The teacher will apply accommodations, modifications, and strategies that align with relevant characteristics of a specific disability (ACEI 3.2)</li> </ul>
<b>Module Assessment</b>
Teachers will analyze a case study of a student with an IEP and identify appropriate accommodations and modifications in a lesson plan from their course. Teachers will provide a written reflection on how they will differentiate to meet the needs of this student.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• F, E. E. (2012). Framing Disability. <i>University of Illinois Law Review</i>, 2012(5), 1383.</li> <li>• Kennedy, T. M., Menten, T., &amp; Fink, L. S. (2010). Reading, writing, and thinking about disability issues: Five activities for the classroom. <i>English Journal</i>, 100(2), 61-67.</li> <li>• Murray, C., &amp; Greenberg, M. T. (2006). Examining the importance of social relationships and social contexts in the lives of children with high-incidence disabilities. <i>The Journal of Special Education</i>, 39(4), 220-233.</li> <li>• National Dissemination Center for Children with Disabilities —. (n.d.). <i>National Dissemination Center for Children with Disabilities</i> —. Retrieved August 11, 2013, from <a href="http://nichcy.org/">http://nichcy.org/</a></li> <li>• Sauer, J. S., &amp; Kasa, C. (2012). Preservice teachers listen to families of students with disabilities and learn a disability studies stance. <i>Issues in Teacher Education</i>, 21(2), 165-183.</li> <li>• Turnbull, H. R., &amp; Stowe, M. J. (2001). Five models for thinking about disability: Implications for policy responses. <i>Journal of Disability Policy Studies</i>, 12(3), 198</li> <li>• Welcome to the Society for Disability Studies   Society for Disability Studies. (n.d.). <i>Welcome to the Society for Disability Studies</i>   <i>Society for Disability Studies</i>. Retrieved August 11, 2013, from <a href="http://www.disstudies.org/">http://www.disstudies.org/</a></li> </ul>
<b>Sessions</b>
<p>Session 1: Special Education and the Law (OL). In this session, candidates are introduced to the importance of person-first language when discussing students with special needs, because it places the emphasis on the person, not the disability. Additionally, candidates learn about their moral and legal obligations to students with special needs, learning about the legal framework of special education and key rights for students with disabilities and their families, with particular emphasis on IDEA and Least Restrictive Environment.</p> <p>Session 2: The Referral Process (OL). It is important that candidates are able to identify and describe the steps of the special education referral process and this session gives candidates insight through instruction</p>

and readings. In addition to learning about referral, candidates will also be expected to identify and describe common special education settings as well as the IDEA disability categories.

Session 3: IDEA Disability Categories (OL). Building on the work in session 2, this session deepens candidates' understanding of each of the IDEA disability categories through videos and readings of various categories. It is expected that candidates will end this session with enough knowledge to explain each category in their own words, while understanding that while there are characteristics generally associated with each disability, there are still individual differences among students within each category.

Session 4: Reading an IEP (OL). This session exposes candidates to sample IEPs so that they can learn, identify, and explain what information is contained in each section of an Individualized Education Plan (IEP). Candidates will be given the opportunity to reflect upon what information is and is not contained within the IEP, as well as have the opportunity to compare it with a Section 504 plan and eligibility and IDEA eligibility.

Session 5: Related Service Overview (OL). In this session, candidates describe the purpose of speech, occupational, and physical therapy and evaluate when each might be necessary. Additionally, candidates identify and explain qualifying factors of speech and language disorders, as well as occupational and physical therapy needs. Additional services - counseling, mobility therapy, audiology therapy, adaptive physical education, interpreter services, medical services, and transportation - are also touched upon as additional services a student may receive and of which candidates should be aware.

Session 6: Accommodations, Modifications, and Strategies (OL). After candidates identify and distinguish between accommodations, modifications, and strategies, they will demonstrate this knowledge in case studies. It is also expected that candidates consider additional ways not noted in IEPs to support students with special needs as an IEP, as previously learned, may not list everything a student requires to be successful.

Session 7: Case Study Analysis (OL). This session provides an opportunity for candidates to bring together all their knowledge from previous sessions and apply it to a case study. Each candidate will describe the appropriate accommodations, modifications, and strategies for students with disabilities and then analyze an IEP to ensure the student is receiving all of the services to which s/he is entitled.

Session 8: Exit Slip (OL). This session is an assessment of the foundational special education concepts candidates have learned in this module thus far.

Session 9: Special Education Demographics and Classroom Culture (IP). This session asks candidates to reflect upon their personal practice classroom and analyze their special education demographic data in order to a) explain the importance of creating an inclusive classroom culture and b) then devise ways to create an inclusive classroom. This session provides resources for candidates to think about how accommodations and modifications impact their classroom culture and how to effectively balance everything.

Session 10: Attention Deficit Disorders (IP). This session requires candidates to identify and describe profiles of students with attention disorders and strategies for supporting students with attention disorders.

**Hours Total (OL)**

10.25 (7.75 OL)

**Module Title**

TEL-204: Supporting English Language Learners, Spring 1

**Module Summary**

According to the US Department of Education's National Center for Education Statistics (2011), 11 percent of all fourth-graders tested and 5 percent of all eighth-graders tested in reading achievement in 2011 in the US were classified as English Language learners (ELLs). Only seven percent of ELLs scored at or above

proficient in fourth-grade reading (as opposed to 35 percent of non-ELLs). The statistics for eighth grade are even starker. Just three percent of ELLs scored at or above proficient in eighth-grade reading (as opposed to 33 percent of non-ELLs). These statistics have implications not only for bilingual and ESL teachers, but also for content teachers who rely on students' ability to make meaning of oral and written English in order to master academic content.

In this module, you will examine the legal and regulatory requirements, both state and federal, for working with English Language Learners. You will explore foundational theories of second-language acquisition. Most importantly, you will learn instructional approaches and strategies for supporting ELLs' mastery of academic content and explain why these approaches and strategies work. It is likely that you already have, or will have, ELLs in your classroom. This module will provide you with tools to more purposefully address these students' needs so that they can achieve at the same high levels as your English-proficient students.

#### **Module Goal(s)**

- Teachers will identify key federal and state laws and regulations governing the identification of and services offered to English Language Learners (ELLs)
- Teachers will describe the stages of Second Language Acquisition (SLA) and the theories of SLA behind them
- Teachers will identify and apply instructional approaches and strategies (Total Physical Response, Content Based Instruction, the SIOP model) that support ELLs' mastery of academic content (ACEI 3.2)
- Teachers will explain how specific instructional approaches and strategies align with the stages of Second Language Acquisition

#### **Module Assessment**

For this module's assessment, graduate students will read a case study during an in-person session and respond to guiding questions using evidence that demonstrates a thorough understanding of both Second Language Acquisition (SLA) theories and appropriate strategies for supporting English Language Learners' mastery of academic content presented in this module.

#### **Selected Readings**

- Echevarria, J., Vogt, M., & Short, D. (2012). *Making Content Comprehensible for English Language Learners: The SIOP Model* (4<sup>th</sup> edition). Columbus, Ohio. Pearson Education, Inc.
- Haynes, J., & Zacarian, D. (2010). *Teaching English language learners across the content areas*. Alexandria, VA: ASCD.
- New Jersey Department of Education. (2012). *New Jersey Bilingual Education Administration Code*. Retrieved from: <http://www.state.nj.us/education/code/current/title6a/chap15.pdf>
- New York State Education Department Office of Bilingual Education and Foreign Language Studies. (2012). *Frequently Asked Questions: Student Identification and Program Placement*. Retrieved from: <http://www.p12.nysed.gov/biling/bilinged/faq.html#student2>
- Ruggles G., et al. (2008). *English language learners: A policy research brief*. National Council of Teachers of English.
- Zacarian, D. (2012). *Serving English Language Learners: Laws, Policies, and Regulations*. Colorin Colorado. Retrieved from [www.colorincolorado.org/pdfs/policy/ELL-Policy-Guide.pdf](http://www.colorincolorado.org/pdfs/policy/ELL-Policy-Guide.pdf)

#### **Sessions**

Session 1: Legal and Regulatory Landscape (OL). In this session, candidates are introduced to national and local demographic data for ELLs and key regulations and case law that provides the framework for working with ELLs. Through exposure to common assessments utilized, candidates will explain and identify the way ELLs are identified, classified, placed, and, as necessary, re-classified in the appropriate classroom setting.

Session 2: Second Language Acquisition Theory (OL). It's important that all candidates have a working knowledge of second language acquisition (SLA) theories and this session introduces candidates to the major

theories and stages. Through reading, video, and case studies, candidates identify the difference between Jim Cummins' BICS and CALP, while also learning about Krashen's theory of second language acquisition and its stages. Furthermore, candidates have the opportunity to analyze the connections between first and second language acquisition.

Session 3: Supporting ELLs in the Early Stages of Second Language Acquisition (OL). Building upon prior learning, this session explores the early stages of SLA: Pre-Production and Early Production. Candidates are expected to describe what ELLs know and are able to do in these early stages. Additionally, candidates will be introduced to the Total Physical Response (TPR) approach to SLA. Candidates will be expected to describe TPR and identify key strategies used in TPR to support ELLs in the early stages of SLA.

Session 4: Supporting ELLs in the Emergent Stages of Second Language Acquisition (OL). In this session, candidates explore the emergent stages of SLA (Speech Emergence and Intermediate Fluency). Candidates are expected to describe what ELLs know and are able to do at the emergent stages of SLA. Additionally, candidates are introduced to the Sheltered Instruction Observation Protocol (SIOP) Model approach to SLA. Candidates will then describe SIOP and identify key strategies of SIOP to support ELLs in the emergent stages of SLA.

Session 5: Supporting ELLs in the Advance Stages of Second Language Acquisition (OL). In this session, candidates explore the advanced stages of SLA (Advanced Fluency and Long Term English Learners). Candidates are expected to describe what ELLs know and are able to do at the advanced stages of SLA. Additionally, candidates are introduced to the Content Based Instruction (CBI) approach to SLA. Candidates will then describe CBI and identify key strategies of CBI to support ELLs in the advanced stages of SLA.

Session 6: Effective Strategies for Working with ELLs in Action (IP). In this session, candidates will observe master teachers and then practice specific strategies for working with ELLs at the emergent and advanced stages of SLA. Additionally, through a case study, candidates will have the opportunity to identify and generate strategies to support ELLs' mastery of academic content and explain why those strategies support ELLs' learning. Candidates will receive feedback from both peers and instructors.

Session 7: Working with ELLs in your Classroom (IP). Candidates will identify real ELLs in their practice classrooms, identify their stage, and generate solutions to working with them within their classroom, while maintaining a high level of rigor. Candidates will share these plans with faculty members for feedback both immediate and during observation.

**Hours Total (OL)**

9.5 (4.5 OL)

# Summer 2

<b>Module Title</b>
TC-210: Unit Planning, Summer 2
<b>Module Summary</b>
The summer is a natural time for unit planning. We have therefore dedicated a large chunk of time to work in content-specific groups to learn the finer points of unit planning based largely on the Understanding By Design (UbD) approach created by Grant Wiggins and Jay McTighe. Over the course of this module, you will receive ongoing feedback on an evolving unit plan. By the end of this module, you will have created two Understanding by Design unit plans complete with performance tasks and accompanying rubrics.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will focus her unit on a few clear and crucial student understandings and questions</li> <li>• The teacher will make key considerations about important student learning and potential misconceptions</li> <li>• The teacher will assess knowledge, skill, and understanding through multiple methods of assessment (</li> <li>• The teacher will design a rubric that accurately describes student performance</li> <li>• The teacher will develop a learning plan that reflects meaning and transfer as the ends and content knowledge and skill as the means (ACEI 3.1, ACEI 3.4)</li> <li>• The teacher will align all three stages of the Understanding by Design (UbD) unit plan</li> </ul>
<b>Module Assessment</b>
The teacher will submit a three-stage unit plan with accompanying rubric.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Arter, J, &amp; Chappuis, J. (2006) <i>Creating &amp; Recognizing Quality Rubrics</i>. Pearson. pp. 29-42.</li> <li>• McTighe, J. &amp; Wiggins, G. (2004). <i>The Understanding by Design Professional Development Workbook</i>. Alexandria, VA: ASCD.</li> <li>• McTighe, J. &amp; Wiggins, G. P., (2005). <i>Understanding by Design</i>. Alexandria, VA: ASCD. pp. 1-3; 13-21; 35-44; 126-132; 146-160; 172-182.</li> <li>• McTighe, J. And Wiggins, G. (2012). <i>The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units</i>. Alexandria, VA: ASCD. Pp. 14-17</li> <li>• McTighe, J. And Wiggins, G. (2012). <i>The Understanding by Design Guide to Creating High Quality Units</i>. Alexandria, VA: ASCD. Pp. 102-119</li> </ul>
<b>Sessions</b>
<p>Session 1: Introduction to Understanding by Design (OL). In this session, candidates are introduced to backwards planning and Understanding by Design (UbD), including the three stages (1. Identify desired results, 2. Determine acceptable evidence, and 3. Plan learning experiences and instruction). Candidates will ultimately demonstrate understanding of this by writing two unit plans over the course of this module, illustrating principles learned throughout the sessions.</p> <p>Session 2: Preparing for "Understanding Understanding." (OL) In this session, candidates will identify the components of understanding outlined by Wiggins and McTighe, demonstrating that true understanding is multi-faceted and it's a teacher's responsibility to teacher beyond just knowledge and skill acquisition and standards mastery.</p> <p>Session 3: Preparing for "Unpacking your Standards and Choosing a Unit Topic." (OL) In this session, candidates unpack the core ideas and purposes of the content s/he primarily teaches, as well as defines the</p>

characteristics of effective unit topics. Candidates will demonstrate their understanding that standards are too big to tackle without first doing some analysis of curriculum and the standards themselves.

Session 4: Preparing for "Enduring Understandings." (OL) Candidates will identify characteristics of high-quality enduring understandings in this session, and move further by evaluating enduring understandings. Candidates will be taught that enduring understandings are full-sentence generalizations about important and transferrable concepts and processes, not statements of fact. Through identifying characteristics of what are and aren't enduring understandings and then evaluating them, candidates will be prepared to create them in a future session.

Session 5: Preparing for "Essential Questions." (OL) Essential questions are designed to engage students and promote inquiry, with not right or wrong answers. Candidates will spend this session learning and identifying the key characteristics of high-quality essential questions and then evaluating essential questions, ensuring they are prepared to create and utilize them in a future session, and in their unit plans.

Session 6: Preparing for "Assessing Understanding." (OL) In this session, candidates will learn about authentic assessments of student understanding, particularly performance tasks that are used alongside other forms of assessment to make valid inferences about student knowledge and skill. Candidates will identify the characteristics of high-quality performance task and then utilize that information to evaluate performance tasks for their quality.

Session 7: Preparing for "Rubrics." (OL) It's important that the criteria teachers utilize to evaluate student work mirror the knowledge, skills, and understandings we want students to gain - as well as communicates that to them. In this session, candidates will identify the characteristics of high-quality rubrics and then evaluate rubrics.

Session 8: Preparing for "The Learning Plan." (OL) In this session, candidates learn the key components of a learning plan - how each day of a unit will lead to the desired results of a unit, utilizing a learning plan to begin to play the day-to-day instructional activities, and ensuring that the activities lead to knowledge and skill acquisition, the making of meaning, and the promotion of transfer. Candidates will identify the key characteristics of a high-quality learning plan and evaluate learning plans.

Session 9: Mastery v. Understanding: (IP) In this session, candidates will be able to define each concept and explain the relationship between mastery and understanding.

Session 10: Understanding Understanding: (IP) In this session, candidates will define understanding and call upon knowledge acquired in session 2 to apply this knowledge to unit planning.

Session 11: Unpacking your Standards and Choosing a Unit Topic. (IP) In this session, candidates will unpack the core ideas and purposes of the content s/he primarily teaches. Candidates will extrapolate key content, ideas, concepts, and skills from his/her standards in order to begin unit planning.

Session 12: Enduring Understanding. (IP) Candidates will evaluate enduring understandings utilizing knowledge from session 4 and then write enduring understandings, receiving feedback from peers and faculty to tweak and improve their enduring understandings for unit planning.

Session 13: Essential Questions. (IP) Utilizing knowledge from session 5, candidates will evaluate essential questions and then write their own essential questions. Candidates will receive feedback from peers and faculty.

Session 14: Knowledge and Skill Acquisition. (IP) In this session, candidates will list key knowledge, skills, and misconceptions that align with the standards and proposed enduring understandings for the unit plan



they are creating. Candidates will have the opportunity to receive feedback from both peers and faculty in order to continue to improve alignment between all components of a unit plan to ensure strong development.

Session 15: Assessing Understanding. (IP) In this session, candidates will identify multiple assessments that will provide evidence about each student's knowledge and skills mastery in the unit. One assessment will be a candidate-designed performance assessment.

Session 16: Rubrics. (IP) For the performance assessment the candidate created in session 15, the candidate will draft evaluation criteria that bridges the performance assessment and the targeted understandings. The candidate will then transfer these evaluation criteria into a rubric during this session and receive feedback from both peers and faculty.

Session 17: The Learning Plan. (IP) In this session, candidates will draft their learning plan, utilizing the knowledge they gained in session 8.

Session 18: (IP) Putting it All Together. Now that the candidates have prepared for and executed all portions of the unit plan, received feedback from peers and faculty regarding alignment of the various components, this session is an opportunity for final refinement and alignment of all stages. Candidates will then have one week to utilize these skills to submit their assessment, a second unit plan, without the formative feedback.

**Hours Total (OL)**

29 (4.5) + Partial AP

**Module Title**

LIT-200: Teaching Struggling Writers, Elementary, Summer 2

**Module Summary**

“A student who struggles to communicate through writing is at a disadvantage in writing essays, lab reports, and cover letters — as well as grant applications, wedding toasts, or letters to the editor. Writing is arguably the most powerful form of communication. However, the National Assessment of Education (2011) has indicated that only one out of every five high-school seniors acquires age-appropriate writing knowledge and skills by graduation. Steve Graham and Dolores Perrin suggest that “young people who do not have the ability to transform thoughts, experiences, and ideas into written words are in danger of losing touch with the joy of inquiry, the sense of intellectual curiosity, and the inestimable satisfaction of acquiring wisdom that are the touchstones of humanity” (Graham and Perrin, 2007).

Few people would say that writing is an easy skill; in fact, many would argue that writing is a highly complex, multifaceted, and challenging skill. To be a skilled writer, you need to navigate the mechanics of writing while simultaneously focusing on organization, audience, perspective, and purpose.

This module is about how to support struggling writers. You’ll learn why students struggle with writing, and about how to help struggling writers become independent, confident writers.

**Module Goal(s)**

- The teacher demonstrates mastery of knowledge and skills of teaching struggling writers. (ACEI 2.1, ACEI 3.2)

**Module Assessment**

Teachers will demonstrate understanding of the reasons students struggle with writing, the developmental stages of spelling, principles of effective spelling instruction, and effective writing-intervention strategies. Teachers will analyze sample student work, identify evidence of the reason the student struggled, and support with evidence from the module.

Candidates are scored on the accuracy of their analysis of the sample student work and the appropriateness of the next steps for instruction identified.



Selected Readings
<ul style="list-style-type: none"> <li>Graham, S., Bollinger, A., Booth Olson, C., D'Aost, C., MacArthur, C., McCutchen, D., &amp; Olinghouse, N. (2012). Teaching elementary school students to be effective writers: A practice guide (NCEE 2012-4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Services, U.S. Department of Education. Retrieved from: <a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf#page=18">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf#page=18</a>.</li> <li>Graham, S., &amp; Harris, K.R. (2005). Writing better: Effective strategies for teaching students with learning difficulties. Baltimore, Maryland: Paul H. Brookes Publishing Co.</li> <li>Graham, S., &amp; Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools—A report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education. <a href="http://www.all4ed.org/files/WritingNext.pdf">http://www.all4ed.org/files/WritingNext.pdf</a> Mason, L. H.,</li> <li>Harris, K. R., &amp;Graham, S. (2011). Self-Regulated Strategy Development for students with writing difficulties. Theory Into Practice, 50(1), 20-27. Retrieved from: <a href="http://search.ebscohost.com.library.relay.edu:2048/login.aspx?direct=true&amp;db=tfh&amp;AN=57420046&amp;site=ehost-live">http://search.ebscohost.com.library.relay.edu:2048/login.aspx?direct=true&amp;db=tfh&amp;AN=57420046&amp;site=ehost-live</a></li> </ul>
Sessions
<p>Session 1: Understanding Struggling Writers. Candidates begin exploring national student performance in writing and then move on to analyze a piece of student writing. Candidates then read about different profiles of struggling writers and articulate understanding of reasons why students struggle. Through videos, candidates observe and describe teaching strategies they may use to support struggling writers.</p> <p>Session 2: Strategies for Struggling Writers. Candidates explore and describe the purpose and importance of writing-strategy instruction in support of struggling writers and match remediation strategies to student writing needs. Candidates again read about and observe expert practitioners supporting struggling writers.</p> <p>Session 3: Writing Strategy Instruction. Teachers describe the components of effective writing-strategy instruction and identify additional methods for differentiating writing instruction beyond strategy instruction.</p> <p>Session 4: Handwriting. Candidates learn how handwriting impacts student writing output and read about handwriting instruction in the classroom. Candidates watch a teacher model correct handwriting in class and are able to then describe attributes of effective handwriting instruction.</p> <p>Session 5: Connecting Encoding and Decoding. Candidates explore a case study to learn more about an individual student's struggles with spelling. They then read about the connection between spelling and reading and watch an instruction clip of a decoding and encoding lesson. Candidates read about what spelling looks like across elementary grades. Ultimately candidates make connections between spelling and reading skills and identify and describe the developmental stages of spelling.</p> <p>Session 6: Effective Spelling Instruction. Candidates read about effective 1-6 spelling strategies and explore some misconceptions about spelling instruction. Candidates then learn best practices to promote word knowledge during spelling instruction. Candidates then describe and chose appropriate strategies for introducing, practicing and reinforcing spelling strategies.</p>
Hours Total (OL)
5.25 (5.25)

Module Title
SS-200: Teaching Elementary Social Studies, Summer 2
Module Summary
<p>“The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.” (NCSS)</p> <p>Students as young as preschool begin to make sense of their world by observing communities (sociology),</p>

watching human interactions (psychology), and evaluating their environment (geography). These foundational understandings will build a framework for their secondary study of social studies. Unfortunately, social studies is often laid by the wayside in elementary grades. This module will give you a vision for interdisciplinary units, equip you with social studies specific tools, and build your social studies content knowledge.

### Module Goal(s)

- The teacher will plan social studies lessons which lead to accurate student understanding and include appropriately rigorous content, given the standard(s) (ACEI 2.4, ACEI 3.1)
- The teacher will plan a thematic social studies lessons with a multicultural mindset (ACEI 1.0)
- The teacher will demonstrate knowledge about aspects of social studies

### Module Assessment

For this module candidates submit an annotated lesson plan, with supporting materials that provide evidence that they've incorporated the four dimensions of the C3 Framework for social studies, that both is unified around a single theme and integrates multiculturalism into social studies teaching. Candidates annotate using comment bubbles, or another form of annotation, to explain how the lesson incorporates the three elements of the rubric: C3 dimension, theme alignment, and multicultural mindset.

Work is assessed on how the candidate leverages the best practices and strategies in this module to address the following criteria:

**The Four Dimensions of Social Studies:** Does the lesson incorporate ONE of the four dimensions (developing questions, disciplinary concepts, evaluating sources, or communicating conclusions) of social studies from the C3 Framework?

**Theme Alignment:** Does the lesson align with one of the themes of social studies in order to lead students to make nuanced conclusions and connections about social studies?

**Multicultural Mindset:** Does the lesson include a diversity of perspectives, providing an entry point for students as well as fostering both empathy and the overcoming of student bias?

**Accurate Content:** Does the lesson accurately present social studies content?

### Selected Readings

- Aronson, J. (2008). Knowing students as individuals. In M. Pollock (Ed.), *Everyday antiracism: Getting real about race in school* (pp.67-68). The New Press.
- Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, Summer, 159-165.
- Brophy, J., & Alleman, J. (2007). *Social studies for elementary students*. (2 ed.). Belmont, GA: Thomson Wadsworth.

### Sessions

**Session 1: The Foundation- Mindsets.** In this session, candidates read a brief vision for the social studies and a warning against marginalization in elementary classrooms. They then read about the multicultural mindset, explore their own implicit bias and build a vision for their classroom. Candidates participate in an interactive activity to explore the role of themes in the development of social science schema. Finally, candidates explore the elementary social studies standards and develop a vision for implementation after observing experienced teachers in action.

**Session 2: The Inquiry Arc- Planning.** Candidates explore each of the four dimensions of the C3 Framework's inquiry arc and explore lesson plans, teacher examples and ideas for their own planning. Candidates will then outline the structure of a lesson using the inquiry arc based on all four dimensions of the C3 Framework.

**Session 3: Disciplinary Concepts- Content.** Candidates explore the framework for history and watch videos to

help establish a vision for teaching this content in their classroom. Candidates then do the same for three other component- civics, geography and economics. Teachers evaluate and apply the scheme of history, geography, civics and economics.

Session 4: Tool Belt- Implementation. Candidates read about and identify the steps of teaching with DBWs, Read Alouds and informational texts, timelines, maps, debate and discussion, location action research, charters and graphs and art. In all, candidates develop a set of strategies for teaching social studies in the elementary classroom.

**Hours Total (OL)**

13.5 (13.5)

**Module Title**

C1-200: Enrichment in the Elementary School, Summer 2

**Module Summary**

Harvard President Drew Faust recently expressed concern over the reduction of funding for music and arts programs in over 80% of U.S. school districts (Boyd, 2014). Eliminating access to the arts, music, fitness, and technology programs may significantly affect children’s cognitive abilities in academic subjects. A recent study by Virginia Penhune at Concordia University shows that musical training produces long-term changes in children’s motor skills and brain structure (2013). In terms of physical education, studies by Dr. John Ratey, a psychiatrist at Harvard, show that students who engage in aerobic exercise have an elevated production of protein in the brain that boosts development of the brain (2008). The earlier a child begins engaging with music, fitness, visual arts, or technology, the stronger the positive effects.

In this module, you will learn how to effectively integrate the important subjects of music, fitness, visual arts, and technology into your academic curriculum for elementary-school students, and you will demonstrate this by creating an integrated lesson plan and taking a comprehensive final quiz in session 5.

**Module Goal(s)**

- The teacher writes clear, measurable objectives that integrate music, health/fitness, visual arts, OR technology in a purposeful way (ACEI 2.5, ACEI 2.6, ACEI 2.7)
- The teacher provides explicit expectations and directions to ensure the proper use of materials, movement, and a safe learning environment
- The teacher has planned age-appropriate and engaging academic learning experiences that purposefully integrate music, health/fitness, visual arts, OR technology with content (ACEI 3.1)
- The teacher demonstrates knowledge and skills of aspects of effective enrichment in the elementary school
- The teacher demonstrates competency in planning and improving lessons that integrate content with arts, music, technology, or health/fitness in a meaningful way

**Module Assessment**

You will submit (1) a lesson plan that integrates music, fitness, visual arts, or technology into a lesson and (2) a final online quiz score.

**Selected Readings**

- Prescott, J. O. Music in the classroom: A user’s guide for every teacher. *Instructor* (1990). 114.5 (January-February 2005), 29.
- Geist, K., & Geist, E. A. (2008). Do re mi, 1-2-3: That’s how easy math can be: Using music to support emergent mathematics. *YC Young Children*, 63(2), 20-25
- Satcher, D. (2010). Taking charge of school wellness. *Educational Leadership*, 67(4), 38-43.
- Sprouse, E. . (n.d.) *How does childhood obesity work?* Retrieved on May 9, 2014 from: <http://health.howstuffworks.com/pregnancy-and-parenting/childhood-conditions/childhood-obesity1.htm>

<ul style="list-style-type: none"> <li>• Pica, R. (2008). <i>Physical Education for Young Children: Movement ABCs for the Little Ones</i>. Champaign, IL: Human Kinetics.</li> <li>• Paradise, J. (2002). <i>Life (saving) lessons</i>. <i>NFPA Journal</i>, 96(3), 82-85.</li> <li>• Ruppert, S. (2006). <i>How the ARTS Benefit Student Achievement</i>. National Assembly of State Arts Agencies, p. 10-15.</li> <li>• Silverstein, L. &amp; Layne, S. (2010). <i>Defining Arts Integration</i>. The John F. Kennedy Center for the Performing Arts, p. 6-10.</li> <li>• Ribble, M., Bailey, G. D., &amp; Ross, T. W. (2004). Digital Citizenship: Addressing appropriate technology behavior. <i>Learning &amp; Leading with Technology</i>, 32, 6-12.</li> </ul>
<b>Sessions</b>
Session 1: Music (175 mins) Session 2: Health and Fitness (175 mins) Session 3: Visual Arts (190 mins) Session 4: Technology (160 mins) Session 5: Online Quiz (20 mins)
<b>Hours Total (OL)</b>
12 (12)

<b>Module Title</b>
SOP-210: Culturally Responsive Teaching, Summer 1
<b>Module Summary</b>
This module builds on the work you have already done to acknowledge the importance of identity and the power of perception, to build and maintain good relationships with students and their families, and to reflect upon who you are becoming as a teacher. In it, you will learn about the mindsets, knowledge, and skills that culturally responsive teachers develop in an effort to give students "education, at its best:" education that hones and develops while it adds. In the online sessions, you'll explore some of the conceptual underpinnings of culturally responsive teaching, engage with a handful of tenets for practice, and consider those mindsets and approaches that will enhance your effectiveness. In the in-person session, you'll revise and practice delivery of an upcoming lesson plan in an effort to increase the cultural responsiveness of your teaching.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will leverage her learning about students and their communities to equip students to build bridges between their prior cultural knowledge and experiences and new content</li> <li>• Teachers will practically apply a multicultural mindset to planning and instruction (ACEI 3.22)</li> <li>• The teacher will adopt a warm demanding approach to classroom culture and classroom management</li> </ul>
<b>Module Assessment</b>
Teachers will develop a lesson plan and accompanying materials with a reflection on how their lessons are culturally responsive to their specific groups of students.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Gay, G. (2000). <i>Culturally Responsive Teaching: Theory, Research, and Practice</i>. New York: Teachers College. pp. 29-36</li> <li>• Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. <i>Theory into Practice</i>, Summer, pp. 159-165.</li> <li>• Southern Poverty Law Center. (2009). Relevant: Beyond the Basics. <i>Teaching Tolerance</i>, 45(36).</li> <li>• Tatum, B.D. (1997). <i>"Why Are All the Black Kids Sitting Together in the Cafeteria?"</i> New York: Basic Books. pp. 3-17.</li> </ul>
<b>Sessions</b>
Session 1: Research and Theory (OL, 1.5 hours): In the opening session, candidates explore some of the conceptual underpinnings of culturally responsive teaching. Through this, candidates will synthesize prior

knowledge and new learning about culturally responsive teaching by generating their own definition of culturally responsive teaching and sharing a rationale for its importance.

Session 2: Tenets for Practice (OL, 1.5 hours): Candidates read and learn about the three tenets for practice—including building bridges, adopting a warm demanding approach and applying a multicultural mindset. Candidates then identify three concrete next steps for increasing culturally responsiveness of their teaching.

Session 3: Final Considerations (OL, .75 hours): Candidates explore guidelines and pitfalls related to culturally responsive teaching and sharing their reflections and questions related to these. Candidates anticipate challenges to increasing the cultural responsiveness of their instruction and select a lesson plan for revision and practice during the next session.

Session 4: Practice (IP, 2.5 hours): Candidates have the opportunity to practice delivering their lesson in a mock classroom and receive feedback focused on revising the materials and adjusting delivery to increase cultural responsiveness.

**Hours Total (OL)**

6.25 (3.75)

**Module Title**

SOP-216: Working with Communities, Summer 2

**Module Summary**

“Community” is a word rich in meaning; it can describe both a group of people who live within certain boundaries (i.e., a neighborhood) and those who share experiences, practices, interests, or beliefs. School-community relationships enhance students’ educational experiences in myriad ways, through enriching students’ learning, teaching skills, raising awareness of career options, and providing resources (e.g., summer programs, health services, etc.).

In this module, you will lay the groundwork for building school-community relationships that enrich *your* students’ educational experiences. After defining community and explaining the importance of school-community relationships, you will identify and visit asset institutions in your school community and describe some of the ways in which those assets might enrich your students’ educational experiences. Your module assessment is a community asset map that captures your interactions with assets and explains how your relationships with assets will enhance your students’ educational experiences.

**Module Goal(s)**

- The teacher will create a community asset map that identifies and describes assets and interactions with members of asset institutions in his school’s community (ACEI 5.2)

**Module Assessment**

Teachers will create a community asset map that identifies and describes assets and interactions with members of asset institutions in their schools’ communities, and will explain how their relationships with these assets will enhance their students’ educational experiences.

**Selected Readings**

- Adger, C.T. (2000). School/community partnerships to support language minority student success. *Center for Applied Linguistics Research Brief*, 5.
- AEL. (2003). Interactions: A summary of research on school-community relationships. Charleston, WV: AEL (Appalachia Educational Laboratory) Regional Educational Laboratory
- Aguirre, A., Martinez, R., & Barboza, S. (2012). Mexican-American schoolchildren in U.S. public schools: A review of social science research on the Mexican-American family’s cultural capital. In B. Gastic & R.R. Verdugo (Eds.), *The education of the Hispanic population: Selected essays*. pp. 119-135.
- Anderson, B. (1983). *Imagined communities: Reflections on the origin and spread of nationalism*. New York: Verso. pp. 5-7

- Cahill, M. (1996). *Schools and community partnerships: Reforming schools, revitalizing communities*. Chicago: Cross City Campaign for Urban School Reform. pp. 1-2.
- DeFilippis, J. & Saegert, S. (2008). Communities develop: The question is how? In DeFilippis, J. & Saegert, S. (Eds.) *The community development reader*. New York: Routledge. pp. 1-2
- De Jesus, R.V. & Sayers, D. (2007). VOICES: Bilingual youth constructing and defending their identities across borders: A binational study of Puerto Rican circular migrant students. *Multicultural Education*, 14(4), pp. 16-19.
- Epstein, J.L. (2011). *School, family, and community partnerships: Preparing educators and improving schools* (second edition). Philadelphia: Westview Press. pp. 389-414.
- Ford, B. (2006). Culturally responsive school-community partnerships: Strategies for success. In Landsman, J. & Lewis, C. (Eds.). *White teachers/ diverse classrooms*. Sterling, VA: Stylus. pp. 286-300
- Lareau, A. (2003). *Unequal childhoods: Class, race, and family life*. Berkeley, CA: University of California Press. pp. 38-81.
- Lee, S. (2001) More than “model minorities” or “delinquents:” A look at Hmong American high school students. *Harvard Educational Review*, 71(3), pp. 505-528.
- Noguera, P. (2008). *The trouble with black boys and other reflections on race, equity, and the future of public education*. San Francisco, CA: Jossey-Bass. pp. 199-202; 208-214.
- Pattillo, M. (1998). Sweet mothers and gangbangers: Managing crime in a black middle-class neighborhood. *Social Forces*, 76(3), pp. 747-774.
- Patillo, M. (1999). *Black picket fences: Privilege & peril among the black middle class*. Chicago, IL: The University of Chicago Press. pp.13-30; 68-90.
- Poole, D.L. (1997). The SAFE project: Community-driven partnerships in health, mental health, and education to prevent early school failure. *Health & Social Work*, 22(4), pp. 282-289.
- Quintela, M. (2012). Immigrant student educational experiences in an emerging Latina/o community in the Midwest. In B. Gastic & R.R. Verdugo (Eds.), *The education of the Hispanic population: Selected essays*. pp. 87-98.
- Sanders, M.G. & Lewis, K.C. (2005). Building bridges toward excellence: Community involvement in high schools. *High School Journal*, Feb/Mar, pp. 1-9.
- Suarez-Orozco, C., Yoshikawa, H., Teranishi, R., & Suarez-Orozco, M.M. (2011). Growing up in the shadows: The developmental implications of unauthorized status. *Harvard Educational Review*, 81(3), pp. 438-472.
- Suarez-Orozco, M.M. (2013 April 22). Immigrant kids, adrift. *New York Times*.
- Warren, M.R. (2005). Communities and schools: A new view of urban education reform. *Harvard Educational Review*, 75(2), pp. 133-173; 244.
- Wilson, W.J. & Taub, R. (2006). *There goes the neighborhood: Racial, ethnic, and class tensions in four Chicago neighborhoods and their meaning for America*. New York: Vintage Books. pp. 161-169; 177-189.

**Sessions**

- Session 1: Defining Community (OL + Peer Review)
- Session 2: Community Asset Mapping (OL)
- Session 3: Mapping Your Community (OL)
- Session 4: Looking Ahead (OL)

**Hours Total (OL)**

3 (3)

**Module Title**

SOP-220: Introduction to Character Strengths, Summer 2

**Module Summary**

Character education and the teaching of character are integral parts of Student Growth and Achievement and Self and Other People here at Relay GSE. In this module, you will read about character strength research and



practice; mine these readings for ideas and evidence that justify modeling, teaching, and developing character strengths in the classroom; identify your own character strengths; and finally, use video examples as a springboard to justify your modeling, teaching, and developing of a particular character strength in your own classroom.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>The teacher will identify one character strength and justify modeling, teaching, and developing it in her classroom</li> </ul>
<b>Module Assessment</b>
Teachers will identify a character strength that they are interested in modeling, teaching, and developing in their students and, using ideas and evidence from the module readings and videos, as well as their own teaching experiences, justify their choices of that strength as your potential classroom focus.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>Duckworth, A. L., Peterson, C., Matthews, M.D., and Kelly, D.R. (2007). Grit: Perseverance and passion for long-term goals. <i>Journal of Personality and Social Psychology</i>, 92(6), pp. 1087-1101.</li> <li>Peterson, C. and Seligman, M. E. P. (2004). <i>Character strengths and virtues: A handbook and classification</i>. Oxford: Oxford UP.</li> <li>Peterson, C. (2006) <i>A primer in positive psychology</i>. Oxford: Oxford UP.</li> <li>Lehrer, J. (2009, May 18). Don't!: The secret of self-control. <i>The New Yorker</i>.</li> <li>Mischel, W., Shoda, Y., and Rodriguez, M. L. (1989). Delay of gratification in children. <i>Science</i>, 244, pp. 933-938.</li> <li>Tough, P. (2011, Sep 14). What if the secret to success is failure? <i>The New York Times</i>.</li> </ul>
<b>Sessions</b>
Session 1: Character Strengths Overview (OL, 1 hour) Session 2: Character Strengths in the Classroom (OL, .5 hour)
<b>Hours Total (OL)</b>
1.5 (1.5)

<b>Module Title</b>
TEL-202: Differentiated Instruction, Elementary, Summer 2
<b>Module Summary</b>
<p>Carol Ann Tomlinson and Caroline Cunningham Eidson, two leading educators in the world of differentiated instruction, compared teaching to learning a sport:</p> <p>“Anyone who has spent any time in a kindergarten classroom can attest that young children enter school at almost astoundingly different levels, with a wide variety of different interests and experiences, and with a broad range of learning preferences and styles. Just as in sports, where some students seem born to run, jump, and leap through games with ease while others struggle to walk in a straight line, some students enter school ready to learn, having managed to already grasp the skills needed to do so. Other students take a while to warm up to the structure and requirements of school. And, while some differences among elementary students diminish as all are exposed to the same types of experiences and given the same types of learning opportunities over time, other differences arise and become increasingly evident as students progress from grade to grade” (Tomlinson &amp; Eidson, 2003, pg. x).</p> <p>This is where differentiated instruction comes in. It's your responsibility to meet the needs of all of your students in your classroom. This module will provide you with a foundation of theory related to differentiated instruction. Then you will engage with a variety of strategies, including those focused on differentiating your literacy instruction.</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>The teacher plans an aligned lesson</li> </ul>



- The teacher differentiates the content, process, and/or product in a way that targets students' needs (ACEI 3.2)
- The teacher identifies and addresses management pitfalls related to differentiation (ACEI 3.2)
- The teacher demonstrates knowledge about aspects of English Language Arts

#### Module Assessment

Teacher will submit a text-based lesson plan with elements of differentiation to meet the needs of individual students and/or groups of students at varying levels.

#### Selected Readings

- Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms, 2<sup>nd</sup>ed.* Upper Saddle River, NJ: Pearson. Pgs. 8 – 9.
- Tomlinson, C.A. (2003). *Differentiation in practice: A resource guide for differentiating curriculum.* Alexandria, VA: Association for Supervision and Curriculum Design. Pg. 1 – 13.
- Gardner, H. (1998, 2000). A multiplicity of intelligences. *Scientific American Presents: Exploring Intelligence (A special issue of Scientific American)*, 19 – 23.
- Weishaar, M., & Boyle, J. R. (1999). Note-taking strategies for students with disabilities. *Clearing House*, 72(6), 392-395.
- Fisher, D., Brozo, W. G., Frey, N., and Ivey, G. (2007). *50 content area strategies for adolescent literacy.* Upper Saddle River, NJ: Merrill/ Pearson. Pg. 52 – 53.
- Vatterott, C. (2010). Spotlight on homework. *Middle Ground*, 14(1), 29-31 Vatterott, C. (2010). Spotlight on homework. *Middle Ground*, 14(1), 29-31
- Boyles, N. (2002). *Teaching written response to text.* Gainesville, FL: Maupin House. Pg. 28 – 31, 142 – 144.
- Tomlinson, C. A. and McTighe, J. (2006). *Integrating differentiated instruction and understanding by design.* Alexandria, VA: ASCD. Pg. 101 – 105.
- Wormeli, R. *Differentiation: From planning to practices grades 6-12.* Portland, ME: Stenhouse. Pg. 75 – 81.

#### Sessions

Session 1: Introduction to Differentiated Instruction. Candidates read about why differentiation is critical to a student's long-term success and reflect on what experienced teachers say about differentiation. From there, candidates explore why differentiation means and what it does not and identify differentiation of content, process and product.

Session 2: Learning Theories. Candidates learn about learning theories and learning modalities and pair that with an opportunity to observe these in action. Candidates connect these theories to differentiated instruction and determine a strategy for differentiation that is best aligned to content.

Session 3: Differentiation Strategies. Candidates read about differentiating products by providing options, best practices for guided notes and about using mnemonics and word walls. Candidates then read about and observe a differentiation strategy in action.

Session 4: Management Considerations. Candidates read about strategies designed to manage a differentiate classroom, including flexible grouping strategies. Candidates observe flexible grouping in action and identify what makes it effective. Candidates then learn about and identify strategies to overcome common management challenges.

Session 5: Learning Theories in Action. Candidates analyze learning experiences to reflect on instruction and identify opportunities for differentiation. Candidates explore ways to respond when children struggle to complete work.

Session 6: Applying it to Literacy Instruction. Candidates participate in a mock lesson modeling differentiated literacy instruction. Candidates discuss and identify effective elements and then describe the strategies used to

differentiate literacy instruction.

Session 7: Planning and Feedback. Candidates prepare a lesson plan and practice teach with colleagues in a mock lesson. Candidates receive feedback and improve the plan using the feedback from their instructor and input from peers.

**Hours Total (OL)**

8.5 (4)

**Module Title**

TEL-213: Students Who Struggle with Oral Language, Summer 2

**Module Summary**

Welcome to *Students Who Struggle with Oral Language!* Given the diversity of students enrolled in middle- and high-school classrooms, you are likely to work with individuals who have trouble understanding, accessing, or conveying language. Often, these students have not been identified as having a disability and simply require additional language support during academic instruction. You may also find that the needs of these students have been overlooked for years or mistaken for another issue. As practitioners, we must have the ability to clearly recognize language issues and implement the best academic program possible.

Throughout this module, you will learn about the types of expressive and receptive language challenges. The module begins with information that empowers teachers to distinguish between the indicators, effects, and instructional implications of receptive and expressive language challenges of middle- and high-school students. Next, we'll present the instructional strategies aligned with Universal Design for Learning (UDL) to bolster the academic success of students with expressive and receptive language challenges. Many of the strategies can be applied easily to a lesson plan and are common components of best educational practices. Finally, it is crucial that families know how to support students struggling with language; extending our work outside of the classroom is therefore integrated throughout the module. At the end of the module, you will complete an online quiz. This online quiz will serve as your assessment for this module.

**Module Goal(s)**

- The teacher will demonstrate knowledge of key ideas in identifying, assessing, and infusing Universal Design for Learning strategies for students with expressive and receptive language impairments

**Module Assessment**

Teachers will submit a written reflection identifying types, characteristics and instructional implications of expressive and receptive language challenges for middle- and high-school students. Additionally, teachers will select the informal assessment procedures and best practices that will counter difficulties that students encounter. In addition, teachers will answer questions regarding Universal Design for Learning strategies that are appropriate based on specific student struggles.

**Selected Readings**

- Fisher, D., & Frey, N. (2007). *Checking for understanding: Formative assessment techniques for your classroom*. Virginia: Association for Supervision and Curriculum Development, 23-26.
- Cohen, L. & Sepnciner, L. (2011) *Assessment of children and youth with special needs*. Upper Saddle, NJ: Pearson, 266.
- Willig, C., Bresser, R., Melanese, K., Sphar, C., & Felux, C. (2010). 10 ways to help ELLs succeed in math. *Instructor*, 119 (5), 27-29.
- Salend, S. (2011). *Creating inclusive classrooms: Effective and reflective practices*. Upper Saddle River, NJ: Pearson Education Inc, 166, 290, 372-373, 381.
- Rose, D. (2000). Universal design for learning. *Journal of Special Education Technology*, 15(1), 67-67.
- Ralabate, Kelly (2011). Universal Design for Learning: Meeting the needs of all students. *ASHA Leader* (16), 14-17.

<ul style="list-style-type: none"> <li>Ormrod, J. (2006). <i>Educational psychology: Developing learners (5<sup>th</sup> Edition)</i>. Upper Saddle River, NJ: Pearson Education, 220.</li> <li>Meo, G. (2008). Curriculum planning for all learners: Applying Universal Design of Learning (UDL) to a high school reading comprehension program. <i>Preventing School Failure</i>, 52, 21-32.</li> </ul>
<b>Sessions</b>
Session 1: Understanding Receptive Language Challenges Session 2: Understanding Expressive Language Challenges Session 3: Universal Design for Learning: Multiple Means of Representations Session 4: Universal Design for Learning: Multiple Means of Action and Expression Session 5: Family Involvement
<b>Hours Total (OL)</b>
(4.5)

<b>Module Title</b>
TEL-320: Teaching Gifted Learners
<b>Module Summary</b>
As a teacher of exceptional learners, you will have the opportunity to know students with a wide variety of strengths, needs, and unique characteristics. The common thread across each of these relationships is the desire and responsibility to equip each student to reach his fullest potential. This module provides an opportunity to explore the multiple definitions of a "gifted learner" and to reflect on your own understanding of giftedness. You will learn about the identification of gifted learners in various contexts, and will examine prevalent biases in the identification process. You'll learn specific instructional practices that will ensure that gifted learners in your classroom are able to reach their highest academic and personal potential. These instructional practices include curriculum compacting, grouping, independent investigations and acceleration. Finally, you'll consider the social needs of gifted students and learn to provide additional social supports in this area as well.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>The teacher will demonstrate a thorough understanding of the identification, instruction, and social needs of gifted learners</li> </ul>
<b>Module Assessment</b>
Teachers will submit a lesson plan demonstrating appropriate differentiation for a hypothetical group of students.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>Betts, G., &amp; Neihart, M. (1988). <i>Profiles of the gifted and talented</i>. Gifted Child Quarterly.</li> <li>Johnsen, S. (2004). <i>Identifying gifted students: A practical guide</i>. Waco, Tex.: Prufrock Press.</li> <li><i>Identifying and nurturing the gifted poor</i>. (n.d.). Retrieved October 16, 2015.</li> <li>Baldwin, Lois; Omdal, Stuart N ;Pereles, Daphne Teaching Exceptional Children; Mar/Apr 2015; 47, 4; ProQuest Education Journals pg. 216</li> <li>Nisen, M. (2015, September 15). <i>Tackling inequality in gifted-and-talented programs</i>. Retrieved October 16, 2015.</li> <li>Samuels, C. (2015, October 14). <i>Gifted education for underrepresented students gets \$4 million federal boost</i>. Retrieved October 16, 2015.</li> <li>Goliff, E. (2008, August 1). <i>Appropriate strategies for gifted students attending Title I schools</i>.</li> <li>VanTassel-Baska, J., Stephens, K., &amp; Karnes, F. (2005). <i>Acceleration strategies for teaching gifted learners</i>. Naperville: Prufrock Press.</li> <li>Renzulli, J. S., Smith, L. H., &amp; Reis, S. M. (1982). Curriculum compacting: An essential strategy for working with gifted students. <i>The Elementary School Journal</i>, 82(3), 185-194. doi:10.1086/461256</li> <li>Rogers, K. (n.d.). <i>Grouping the gifted and talented: questions and answers</i>. Roeper Review, 8-12.</li> </ul>

- Stephens, K., Karnes, F., Johnsen, S., & Goree, K. (2005). *Independent study for gifted learners*. Naperville: Prufrock Press.
- *Social and emotional needs of gifted children*. (n.d.). Retrieved October 16, 2015.
- *Helping gifted students cope with perfectionism*. (n.d.). Retrieved October 16, 2015.
- Hebert, T. (2011). *Understanding the social and emotional lives of gifted students*. Waco, Tex.: Prufrock Press.

<b>Sessions</b>
Session 1: Who are gifted learners? (OL)
Session 2: Identification of Gifted Learners (OL)
Session 3: Biases in Identification of Gifted Students (OL)
Session 4: Instructional Practices (OL)
Session 5: Social Needs of Gifted Students (OL)
<b>Hours Total (OL)</b>
(6.25)

# Fall 2

<b>Module Title</b>
TC-211: Planning for Academic Rigor, Fall 2
<b>Module Summary</b>
<p>"Rigor" is one of the most prominent buzzwords in education. The Common Core State Standards have been developed to "increase rigorous content" and ask our students to apply "higher-order skills." Reform-focused organizations have poured millions of dollars into initiatives aimed at increasing college-readiness by increasing academic rigor. Rigor is all the rage, but what does it mean to have a rigorous classroom? A concrete answer is surprisingly hard to find in the literature.</p> <p>At Relay GSE, we've taken a "begin with the end in mind" approach. We believe that teachers must first focus on setting a <i>rigorous bar</i> for what their students should know and be able to do. This module is all about how to do so. In the first of four online sessions, you'll explore multiple definitions of academic rigor and learn Walter Doyle's framework for evaluating the rigor of academic tasks. In the second and third online sessions, you'll unpack this theoretical framework and look at how it actually plays out in your instructional planning, which encompasses far more than just your lesson plans. In the final online session, you'll evaluate the rigor of sample academic tasks and explore multiple exemplars to inspire your own planning. To prepare for your in-person session, you'll apply what you've learned to draft a rigorous academic task, have your students complete that task, and collect student work. When you come together in person, you'll receive feedback on your task and analyze student work samples. Finally, you'll reflect on what your students' performance means for your instruction.</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"><li>• The teacher will plan a rigorous task (ACEI 3.2)</li><li>• The teacher will analyze student work to determine outcomes on the rigorous task</li><li>• The teacher will identify instructional next steps in response to her student work analysis (ACEI 4.0)</li></ul>
<b>Module Assessment</b>
<p>Submit a task summary and accompanying material for a rigorous academic task (as defined in this module), a written task analysis, student work, and a written reflection including next steps for increasing the rigor of your instruction.</p> <p><b>Assessment will be included in portfolio for Math Assessment #5.</b></p>
<b>Selected Readings</b>
<ul style="list-style-type: none"><li>• Chappuis, J. Seven strategies of assessment for learning. Pearson. pp. 17-51.</li><li>• Doyle, W. (1983). Academic work. <i>Review of Educational Research</i>. (53.2), pp. 159-199.</li><li>• Doyle, W. and Carter, K. (1984). Academic tasks in classrooms. <i>Curriculum Inquiry</i>. (14.2), pp. 129-149.</li><li>• Jackson, R. (2011). How to plan rigorous instruction. ASCD. pp. 60-64; 74; 78-82.</li><li>• Strong, R., Silver, H., &amp; Perini, M. (2001). <i>Teaching what matters most</i>. Alexandria, Virginia. ASCD.</li><li>• Wagner, T. (October, 2008) Rigor redefined. <i>Educational Leadership</i>. ASCD.</li><li>• Washor, E. &amp; Mojokowski, C. (December, 2006/January 2007). What do you mean by rigor? <i>Educational Leadership</i>. ASDC</li><li>• Wiggins, G. P., &amp; McTighe, J. (2005). Understanding by design. <i>Association for Supervision &amp; Curriculum Development</i> pp.153</li><li>• Wiggins, G. (December 2013/January 2014) Getting students to mastery. <i>Educational Leadership</i>, 74 (4).</li></ul>
<b>Sessions</b>
Session 1: What is Academic Rigor? (OL) Session 2: Academic Ambiguity (OL)

Session 3: Academic Risk (OL)
Session 4: Task Analysis (OL)
Session 5: Meeting the Bar (IP)
<b>Hours Total (OL)</b>
6.5 (4) + AP

<b>Module Title</b>
TC-221: Implementing Rigorous Instruction, Fall 2
<b>Module Summary</b>
To increase the academic rigor of your classroom, you must begin with the end in mind and set a rigorous bar for what your students should know and be able to do. But once you set that bar, how do you get them to meet it? We must ensure that our students are the ones doing the thinking – the talking, the working, and the answering of tough questions – not us. We must take every opportunity to "stretch" our students and push them aggressively toward the rigorous end goal we have in mind.  First up in this module, you'll learn the critical attributes of rigorous instruction. Then, you'll zoom in on five concrete rigorous instructional strategies – "Ratio," "Take a Stand," "Stretch It," "Chalk Talk," and "Reciprocal Teaching." In your final in-person session, you'll have the opportunity to practice implementing these strategies with your colleagues.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>The teacher will effectively identify strategies that maximize opportunities for students to do cognitive work, that evaluate or analyze other students' responses, and that demand additional nuance or higher-order thinking (ACEI 3.3, ACEI 3.4)</li> <li>The teacher will select and execute strategies designed to reinforce student engagement with rigorous tasks</li> </ul>
<b>Module Assessment</b>
Candidates submit a short video that showcases their ability to use these techniques in their own instruction. In addition to your video, candidates provide a written explanation and evidence of the rigorous instructional strategies used.  Candidate work will be assessed on the following criteria:  1. The candidate will effectively execute "Ratio" COGNITIVE WORK: Are you maximizing opportunities for students to do cognitive work? DISTRIBUTION: Are you working towards an equal distribution of cognitive work? 2. The candidate will effectively execute "Take a Stand" STAND: Do you ask a student or students to evaluate or analyze another student's response? DEFEND: Are you following up to ask that student(s) to defend their response? 3. The candidate will effectively execute "Stretch It" STRETCH: Do you meet correct answers with additional questions that ask for additional nuances, the how, or the why? 4. The candidate will leverage one additional rigorous instructional strategy CHALK TALK: Do you ask your students a higher-order question? Do you require them to respond to each other's thinking in writing? RECIPROCAL TEACHING: Do you set up clear systems for students to teach each other? Do you hold them accountable for their discourse and learning?
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>Doyle, W. (1983). Academic work. <i>Review of Educational Research</i>. (53.2), pp. 159-199.</li> <li>Fischer, D. &amp; Frey, N. (2004). <i>Improving adolescent literacy: content area strategies at work</i>. Upper Saddle River, NJ: Pearson pp. 153-168.</li> </ul>



- Lemov, D. (2010). *Teach like a champion*. San Francisco, CA: Jossey-Bass. pp. 37 – 39; 41-47; 106-108.
- Lemov, D. (2012). *Teach Like a Champion Field Guide: A Practical Resource to Make the 49 Techniques Your Own*. San Francisco, CA: Jossey-Bass.
- Ritchart, R., Church, M., & Morrison, K. (2011). *Making thinking visible*. San Francisco, CA: Jossey-Bass. pp. 78-85.
- Saphier, J. (2008). *The Skillful Teacher*. Acton, MA: Research for Better Teaching, Inc. Higher-Level Thinking Questions. pp.208-211.

### Sessions

Session 1: Rigorous Instruction. Candidates learn about the four critical attributes of rigorous instruction and watch a series of video clips that illustrate each of the critical attributes. Candidates identify that the first step to increasing the academic rigor of your classroom is to set a high bar for the academic tasks you present to your students.

Session 2: "Ratio". Candidates learn about the principles of the ratio strategy and explore how to increase the cognitive work done by students. Candidates watch ratio implementation in a series of classrooms and learn when and where to leverage this strategy in lessons.

Session 3: "Take a Stand". Candidates learn about the principles of the "Take a Stand" strategy and explore how to use this to increase the amount of cognitive work done by students and to foster peer- to - peer engagement. Candidates read about how to implement take a stand and explore how to pair this strategy with the meaningful questions. Candidates then observe an experienced teacher using this strategy with meaningful questions.

Session 4: "Stretch It "Candidates explore how leveraging the technique of "stretch it" will increase cognitive work by individual students and push for more rigorous explanations and defense. Candidates read about how to implement this technique and observe instructional clips that illustrate this technique.

Session 5: Reciprocal Teaching and Chalk Talk. Candidates then explore additional instructional strategies you can use to push students towards rigorous end goals. Two of these are explore in this session- Chalk Talk and Reciprocal Teaching. Candidates learn that Chalk Talk is a strategy in which students conduct a "conversation" silently by writing on paper. Reciprocal Teaching is a rigorous instruction strategy in which students "teach" their peers in a structured protocol. Candidates read about these strategies and explore how they might use in an elementary classroom.

Session 6: Peer Review. Candidates upload a sample of their instruction and receive feedback from a peer using the module assessment rubric.

Session 7: Practice rigorous Instructional Strategies. Finally, candidates execute rigorous instructional strategies in a practice protocol and identify and communication areas of strength and an area for growth for herself and her colleagues.

### Hours Total (OL)

6.5 (4) + AP

### Module Title

TC-200: Feedback & Grading, Fall 2

### Module Summary

Getting actionable feedback helps teachers get better at teaching. Students are no different! They need to receive actionable feedback to improve their work, and they need help understanding how that feedback correlates to their grades. In this module, you will learn how to give effective written and oral feedback to students so they are empowered to self-correct and motivated to improve. Through the use of Susan Brookhart's *How to Give Effective Feedback to Your Students*, you will explore the characteristics of effective



feedback and hear teachers and students share the impact of effective feedback on student achievement. Finally, you will spend time exploring ways to help students and their families make meaning of their grades and your feedback. At the close of this module, you will be ready to confidently give both oral and written feedback that will motivate and empower your students to self-correct.

**Module Goal(s)**

- The teacher will provide students with feedback that is specific, positive and, when appropriate, constructive (ACEI 5.2,
- The teacher will plan for how her students and families will make meaning of the feedback and grades (ACEI 5.2)

**Module Assessment**

The teacher will submit a clear scan of student work. The work will include a grade and feedback to the student. The teacher will also submit a written explanation for how she plans to help students and/or families make meaning of the grade in relation to her grading system.

**Selected Readings**

- Brookhart, S.M. (2008). *How to give effective feedback to your students*. Alexandria, VA: Association for Supervision and Curriculum Development, pp. 6-7; 10-12; 48, 58- 75.
- Marzano, R. J. (2000). *Transforming classroom grading*. Virginia: Assn for Supervision & Curriculum. Pp. 85
- Nasir, N. S. (2008). Everyday pedagogy: lessons from basketball, track, and dominoes. *Phi Delta Kappan*, 89(7), pp. 529-532.
- Saphier, J., Haley-Speca, M., & Gower, R. (2008). *The skillful teacher: building your teaching skills*. Acton, MA: Research for Better Teaching, Inc., pp. 432

**Sessions**

- Session 1: Timeliness (OL)
- Session 2: Written Feedback (OL)
- Session 3: Oral Feedback (OL)
- Session 4: Giving Feedback (OL)
- Session 5: Meaningfulness (OL)
- Session 6: Feedback Cycle (IP)

**Hours Total (OL)**

6.25 (3.75)

**Module Title**

LIT-201: Intermediate Writing Instruction, Fall 2

**Module Summary**

"Frequently, forms of writing in K-12 have drawn heavily from student experience and opinion, which alone will not prepare students for the demands of college, career, and life" (National Governors Association Center for Best Practices and Council of Chief State School Officers, 2010). This module will support your instruction of the three types of writing outlined in the CCSS. You will learn to use mentor texts and writing conferences to support your writing instruction. You will be assessed based on a video of a lesson using a mentor text or a writing conference. Throughout the module, candidates identify attributes of narrative, research and argumentative writing and explore the language and convention skills highlighted in the CCSS. Candidates explore the elements of effective language and conventions elements and draft a lesson plan reflecting those elements.

From there, candidates identify attributes of selected genre in student writing samples, identify strengths and opportunities for growth and develop an action plan based on student writing analysis.

Candidates then explore the use of mentor texts in writing lessons and best practices for leveraging writing conferences. Candidates plan and practice using mentor practices and 1:1 conference in a mock lesson and receive peer and instructor feedback.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>The teacher will use mentor texts to highlight attributes of effective writing within a select genre (ACEI 2.1)</li> <li>The teacher will use the mentor text to teach students toward independence</li> <li>The teacher will demonstrate knowledge about aspects of English Language Arts</li> </ul>
<b>Module Assessment</b>
The teacher will submit a video demonstrating a writing lesson or writing conference with a mentor text. The teacher will also include a written reflection with the rationale for selecting this instructional method.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>Dorfman, L. and Cappelli, R. Mentor Texts. Portland, ME: Stenhouse, 2007. Selected Readings.</li> <li>Dorfman, L. R. and Cappelli, R. (2009). <i>Nonfiction mentor texts</i>. Portland, ME: Stenhouse Publishers. Selected Readings.</li> <li>Gallagher, K. (2006). <i>Teaching adolescent writers</i>. Portland, ME: Stenhouse Publishers.</li> <li>Anderson, C. <i>How's It Going? A Practical Guide to Conferencing with Student Writers</i>. Portsmouth, NH: Heinemann, 2000. Pg. 128 – 134</li> <li>Culham, R. (2005). <i>6 + 1 traits of writing: The complete guide for the primary grades</i>. New York: Scholastic, 70, 104, 140, 174, 209, 245, 278.</li> </ul>
<b>Sessions</b>
<p>Session 1: Attributes of Narrative Writing (30 mins, OL)</p> <p>Session 2: Attributes of Research Writing (30 mins, OL)</p> <p>Session 3: Attributes of Argumentative Writing (30 mins, OL)</p> <p>Session 4: Language and Conventions in Writing (1 hr, OL)</p> <p>Session 5: Analyzing Student Writing</p> <p>Session 6: Introduction to Mentor Texts (2 hrs, OL)</p> <p>Session 7: Introduction to Writing Conferences (1.5 hrs, OL)</p> <p>Session 8: Planning with Mentor Texts</p> <p>Session 9: Planning for Writing Conferences</p> <p>Session 10: Practice</p> <p>Session 11: Peer Review (30 mins, OL)</p>
<b>Hours Total (OL)</b>
14.5 (6.5)

<b>Module Title</b>
SCI-200: Introduction to Elementary Science, Fall 2
<b>Module Summary</b>
This module is all about leading your students to "do" science in the same way that scientists do science! For this reason, you'll learn about the nature of science as a discipline, as well as about developing students' skills in things like observation, data collection, and drawing conclusions. By the end of the module, you'll produce a lesson plan that includes a demonstration and a student investigation that will lead your students to do science in your classroom.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>The teacher plans an aligned lesson rooted in a crosscutting concept of science (ACEI 2.2, ACEI 1.0)</li> <li>The teacher plans to include a demonstration and engage students in a scientific investigation (ACEI 3.3, ACEI 3.4)</li> <li>The teacher demonstrates accurate knowledge of science content</li> </ul>

### Module Assessment

The teacher will submit a content-driven lesson plan that engages students in the process of doing science. The plan must include a specific connect to a crosscutting concept of science, an objective-aligned demonstration, and a student investigation that includes strategies that facilitate students doing the following: making observations, collecting data, and drawing conclusions.

### Selected Readings

- Sagan, Carl (1997). *The Demon-Haunted World: Science as a Candle in the Dark* (pp. 29-32). London: Headline Book Publishing.
- Feynman, Richard (1997). What is Science? Re-printed in *Resonance: Journal of Science Education*, 16(9), 860-873.
- National Research Council (2011). *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Washington, DC: The National Academies Press.
- American Association for the Advancement of Science (1990). *Science For All Americans* (165-182). New York: Oxford University Press.

### Sessions

Session 1: What is Science? This session defines science for Elementary candidates as a way of knowing through observation and experimentation. Science knowledge is testable, falsifiable, and replicable. Candidates will be able to define science as a discipline through time spent watching video and reading.

Session 2: Inquiry Learning. Candidates will describe the defining characteristics of inquiry learning and identify characteristics of inquiry learning in practice. Through observing videos of master teachers, analyzing lesson plans, and reviewing student work, candidates develop an understanding of the elements that make good inquiry.

Session 3: Content Overview. In this session, candidates will describe what elementary students should know in science - physical, life, earth, and space - and will identify student mastery of science knowledge and skills.

Session 4: Crosscutting Concepts. In this session, candidates relate science content to crosscutting concepts in the Next Generation Science Standards (NGSS). Candidates read and watch master teachers make real connections across branches of science (e.g. biology, chemistry, physics) in multiple daily objectives.

Session 5: Qualitative Observations. Through videos and readings in this session, candidates define observation and then identify strategies for qualitative data collection in science. Candidates also describe the overlap between observation in science and literacy standards.

Session 6: Quantitative Observations. Through videos and readings in this session, candidates define observation and then identify strategies for quantitative data collection - including measurement - in science. Candidates also describe the overlap between observation in science and math standards.

Session 7: Drawing Conclusions. Candidates will be able to, at the end of this session, describe the components of effective conclusions. Through readings and video of master teachers demonstrating strategies, candidates will identify strategies that lead students to draw conclusions. Candidates will be exposed to testable questions, observations, and analysis to use with Elementary students.

Session 8: Demonstrations. In this session, candidates will explore using effective science demonstrations and connect these to the nature of science. Candidates will observe master teachers using demonstrations effectively: illustrating content clearly and accurately, ensuring its objective-aligned, safe, well-prepared, and engaging.

Session 9: Investigations. Building upon session 8, candidates will explain how to combine testable questions, observation and data collection, and conclusions to create an investigation for student-led learning. The

candidate will also be able to describe how to use demonstrations and investigations together in lessons.

Session 10: Implementing Demonstrations. In this session, candidates will be given a collection of materials and will plan and implement a demonstration that aligns with NGSS that will be useful in their classroom. It will be evaluated on its effectiveness as taught in session 8.

Session 11: Lesson Plan Review. In this session, candidates will review their science lesson plans and identify opportunities to integrate literacy and mathematics connections. Candidates will peer review and revise science lesson plans based on the module rubric prior to module assessment.

**Hours Total (OL)**

13 (8)

**Module Title**

Math-200: Inquiry-Based Learning in Mathematics, Fall 2

**Module Summary**

In inquiry-based learning, students discover and construct information on their own. Students approach problem-solving in ways that make sense to them, with support from the teacher as needed. Specifically, as the teacher, you must carefully construct the inquiry activity, purposefully plan so students can make connections across content domains, and facilitate productive discourse among students.

In this module, you will apply your understanding of number sense and place value learned in Year 1 to discover how mathematicians use algebraic thinking and the properties of operations to solve complex problems. You will begin with this module by analyzing the components of inquiry-based learning and how it develops students' organic strategies for reasoning about operations. Throughout the module, you will have an opportunity to practice writing and executing inquiry-based lessons in mathematics. You will also have extensive practice with the structure of an inquiry-based lesson, with creating strategic materials to prepare for a rigorous inquiry that leads to high-level discourse, and with techniques for executing inquiry (including using concrete manipulatives in a strategic way) to promote deep understanding. You will have ample time to practice integrating both content and practice standards from the previous four modules to facilitate student inquiry. This module serves as a capstone in which you will apply the content and practice standards previously learned to an entire inquiry-based mathematics lesson.

**Module Goal(s)**

- The teacher will identify students' conceptual understanding and misunderstandings by analyzing student work samples (ACEI 3.3, ACEI 2.3)
- The teacher will determine appropriate CPVA-based remediation strategies that are likely to lead to student understanding (ACEI 4.0, ACEI 3.2)

**Module Assessment**

Teachers will submit an analysis of student work in which they have identified conceptual understandings and misunderstandings related to Algebra, Graphing with data analysis, and Problem Solving. Teachers will use evidence to support their analysis and then describe appropriate CPVA-based strategies to remediate misunderstandings.

**Selected Readings**

- Chase, L. (2009). *Algebra Reader*. Relay Graduate School of Education.
- Anghileri, J. (2005). *Children's mathematical thinking in the primary years: Perspectives on children's learning*. London: Continuum International Publishing.
- Burns, M. (2007). *About Teaching Mathematics: A K-8 Resource*. Sausalito: Math Solutions Publications. Selected Readings.
- Gifford, S. (2005) *Teaching mathematics 3-6: Developing learning in the foundation stage*. Berkshire: McGraw-Hill Education.

- Chapin, S., O'Connor, C., & Anderson, N. (2003). *Classroom discussions: Using math talk to help students learn, grades 1-6*. Sausalito: Math Solutions Publications.
- Burns, M. (2010) Snapshots of Student Misunderstandings. *Educational Leadership*, 67(5), 18-22.

## Sessions

Session 1: Introduction to Algebraic Thinking and Inquiry-Based Learning. In this session, candidates will identify and describe algebraic thinking, and describe how it is embedded in the CCSSM content and practice standards. Candidates will identify how algebraic thinking is connected to inquiry-based learning and describe the important characteristics of mathematical inquiry. Through readings, candidates will formulate a definition of algebraic thinking in order to evaluate a sample task analysis response.

Session 2: Inquiry Tasks and Algebraic Thinking. In this session, candidates identify the importance of a task in an inquiry-based lesson, as well as identify the features and level of cognitive demand of a strong mathematical task. Candidates then have the opportunity to analyze tasks for the features and level of cognitive demand of a strong mathematical task.

Session 3: Introduction to the Three-Phase Lesson. In a three-phase lesson, teachers activate students' prior knowledge through the use of a real-world task, and then build their curiosity by allowing them to generate questions and share their thoughts. After building this intrigue, teachers present new mathematical content to students. In this session, candidates identify and describe the phases of a three-phase lesson, identify how it fosters mathematical inquiry, and plan a portion of a three-phase lesson.

Session 4: Planning and IBL Lesson - Part 1. In this session, candidates will identify focus practice standards for a given content standard-aligned task for an inquiry-based lesson (IBL). Then the candidates will adapt tasks to ensure they embody the features of a strong task, are aligned to appropriate content and practice standard, and promote inquiry.

Session 5: Planning and IBL Lesson - Part 2. In this session, candidates will analyze a Three-Phase Lesson for the planning and implementation considerations that lead to effective activation of prior mathematical knowledge, visibility of student thinking, assessment and advancement of student thinking, mathematical discourse, and statements of conclusion.

Session 6: Planning and IBL Lesson - Part 3. Candidates in this session will adapt a previously created lesson plan into an IBL plan. Candidates will practice implementing a Three-Phase lesson and identify one area of growth related to either assessing or advancing student thinking.

Session 7: Fostering Student Dialogue. In this session, candidates will identify and plan for purposeful teacher talk moves to facilitate student-led discourse on an inquiry-based task, and will identify possible steps to take when student work and dialogue on a selected inquiry-based task goes a different direction than intended. Candidates will have the opportunity to observe master teachers execute these skills in action via video observation.

Session 8: Inquiry-Based Learning - Lesson Types and Long-Term Planning: Candidates will identify and describe similarities and differences between various types of inquiry-based lessons. After exposed to different types, it is important that candidates recognize that while structure differs, all IBLs have some components in common: engaging questions, structured tasks, student-led discourse, framing of mathematical ideas, and a clear conclusion. Candidates will then identify three opportunities in his/her year-long scope and sequence to leverage inquiry-based lesson and identify and describe a system for taking anecdotal notes in the During and After phases of his/her three-phase lessons.

Session 9: Implementing an IBL Lesson - Part 1. In this session, candidates will design informal questions and prompts for student discourse and then practice implementing the During phase of a three-phase lesson.

After feedback from peers and faculty, candidates will revise the During phase prior to practice classroom implementation.

Session 10: Implementing an IBL Lesson - Part 2. In this session, candidates will identify and then practice implementing talk moves to support students in drawing conclusions in the After phase of a three-phase lesson. After feedback from peers and faculty, candidates will revise the After phase prior to practice classroom implementation.

**Hours Total (OL)**

10 (8)

**Module Title**

SGA-201: Year 2 Pathway, Fall 2

**Module Summary**

This module is the first of a four-SGA-module sequence you will complete this year, ending with the Master's Defense. In this module, you will build on your Year 1 SGA knowledge by setting up an Academic Pathway for Year 2 student achievement with even greater intentionality and detail. You will also learn how to create a Pathway for measuring character growth. For each Pathway, you will complete Steps 1 through 3, which include determining content, solidifying assessment plans, and setting goals. For standards mastery Academic Pathways, you will evaluate assessments in preparation for submitting at least one standards mastery assessment that reflects the Relay GSE Features of High-Quality Assessment. Finally, you will demonstrate your understanding of Year 2 SGA policies in an online SGA Handbook assessment.

**Module Goal(s)**

- The teacher will articulate Year 2 SGA principles
- The teacher will create a Pathway for measuring academic achievement
- The teacher will submit an academic assessment that reflects the Relay GSE features of high-quality assessment (standards mastery only)
- The teacher will populate tracker(s) to define Academic Pathway parameters
- The teacher will create a Pathway for measuring character growth (ACEI 4.0)
- The teacher will populate a tracker to define Character Pathway parameters

**Module Assessment**

In this assessment, graduate students will create a Pathway for measuring academic achievement and a Pathway for measuring character growth. Graduate students measuring standards mastery for their academic Pathways will also submit an assessment that reflects the Relay GSE features of high-quality assessment

**Selected Readings**

- Koretz, D. (2008). *Measuring Up: What educational testing really tells us*. Cambridge, MA: Harvard University Press.

**Sessions**

Session 1: Master's Defense Preview. In this session, candidates explore the master's defense process by reading samples of student submissions from previous years and watching clips from oral defenses in the past. Through this candidates are able to articulate the purpose of the Master's Defense.

Session 2: Academic and Character Pathways. Candidates select parameters for their academic and character growth goal- identify the standards or content they will teach, assessments they'll use and how they will measure progress across the year.

Session 3: Academic Trackers. Candidates identify best practices for using academic trackers and set up their trackers to capture data from the year.



Session 4: Character Growth Tracker. Candidates explore how to track and measure character growth and set up a tracker to capture the inputs.

Session 5: SGS Handbook Practice. Candidates identify principles for measuring student achievement and character growth through the SGA Handbook.

Session 6: SGA Handbook Assessment. Candidates demonstrate mastery of the concepts from the previous session.

Session 7: Setting up your Pathway and Tracker. Candidates receive guidance on setting up their trackers and follow a tracker checklist to ensure they are complete and error-free.

Session 8: Pathway Workshop. Candidates meet 1:1 with instructors to review the plan for the year and identify any elements that need revision.

**Hours Total (OL)**

9 (4)

**Module Title**

SOP-222: Teaching Character Strengths, Fall 2

**Module Summary**

In this module, you will first read and watch some compelling work describing the effects of character-focused instruction. You will then watch a series of clips that exemplify and explain various approaches to teaching character and use examples to envision what character-focused instruction could look like in your own classroom. You will write a character-focused lesson plan for your own classroom as you watch and read the elements of other teachers' character-focused work with their students, and you will get feedback on that plan from your colleagues. Finally, you will film the character-focused instruction you planned and write a brief reflection on that instruction and its outcomes.

**Module Goal(s)**

- The teacher will (re)introduce the character strength to students
- The teacher will model the character strength for students
- The teacher will guide students in developing the character strength
- The teacher will reflect on the strengths and growth areas of his character-focused lesson(s)

**Module Assessment**

Using ideas presented in this module, teachers will film a character-focused lesson (or series of lessons) for their students. Then, in a brief reflection, teachers will describe the lesson (or series) and its strengths and growth areas.

**Selected Readings**

- Seligman, M. E. P., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. *Oxford Review of Education*, 35(3), pp. 293-311.
- Tough, P. (2012). How children succeed: Grit, curiosity, and the hidden power of character, pp. 91-95.
- Wilson, T.D. (2006). The power of social psychological interventions. *Science*, Sept 1, 2006, pp. 1251-1252.

**Sessions**

Session 1: Why Character? In this session, candidates are exposed to character and character objectives through readings and video, as well as given the chance to evaluate objectives from sample character-focused instruction. Candidates will determine the objective(s) for a character-focused lesson (or series of lessons) in his practice classroom and describe examples of effective character-focused work and its impact on kids,



noting that it can be single (character-only) or dual (character and academic) purpose. Finally, candidates will articulate rationale for their lesson in kid-friendly language (i.e. why building this character strength is important).

Session 2: (Re)Introducing a Character Strength. In this session, candidates will identify strengths of an introductory portion of a character-focused lesson and write the introduction to their own character-focused introduction. This session reinforces with candidates that character-instruction, like academic instruction, involves setting a clear objective and investing students in the rationale.

Session 3: Modeling a Character Strength. As educators, its important that candidates understand that they are modeling for their students at all times, including with character strengths. This session focuses on ensuring candidates can describe how they will model for their students character strengths and how that will lead to better understanding of strengths for their students. Candidates will also identify strengths in the modeling portion of character-focused instruction and write the modeling portion of their character-focused instruction. This session underscores that this modeling is both explicit (i.e. think alouds) and implicit (who a candidate is in the classroom).

Session 4: Building a Character Strength. This session asks candidates to describe how she and her students will build character strengths through practice. Candidates will identify strengths in the practice portion of character-focused instruction, identify one character-focused practice activity to use with students, and write the practice portion of her character-focused instruction. This session will underscore evaluation as well - the difference between students understanding a character strength versus demonstrating a character strength.

Session 5: Putting it All Together. In this session, candidates will utilize the skills and knowledge from previous sessions and will clearly and compellingly introduce the objective, definition, and rationale for a character-focused lesson. Candidates will evaluate each other's plans for character-focused instruction and polish plans based on feedback, prior to submitting assessment.

**Hours Total (OL)**

6.25 + AP

**Module Title**

SOP-200: Integrating the Elements of Effective Instruction II, Fall 2

**Module Summary**

Just as you did at the end of your first year at Relay GSE, in this module you will produce an extended video where you tag a number of the instructional strategies you have learned during your two years at Relay GSE.

**Module Goal(s)**

- The teacher will reflect on his instructional practice at the end of her second year at Relay GSE

**Module Assessment**

Teachers will upload a video and reflection from their second year in the program.

Over the course of the last two years, you've practiced discrete techniques and strategies—you've focused on the "trees." This assessment is an opportunity to see the "forest" by reflecting on your classroom as a whole. You will submit a 15-30-minute video of your instruction toward the end of your second year at Relay GSE and an accompanying reflection. Your video should be uninterrupted footage from your classroom (i.e., not a series of clips). You should turn on the camera and leave it! After you film, you should set aside time to watch your footage while you complete your reflection in the assessment template. In your reflection you will identify salient moments related to each of the four Elements of Effective Instruction as well as a moment of your choice.

Your work will be assessed on the following criteria:

**VIDEO:** The video you submit should be between 15 and 30 minutes long. Your video must include the beginning of your class/lesson. This video should feel representative of what you do on a day-to-day basis. You should be delivering a lesson or facilitating inquiry; it should not be a test day or a day of student presentations. Whole-group instruction is preferred, but small-group instruction is fine, too. You will not be evaluated on the quality of your teaching in this video—rather, this is an opportunity for you to reflect and celebrate

**REFLECTION:** Please use the template provided. As you reflect, include time stamps identifying instructional strategies and techniques you've learned in your time at Relay GSE and reflect on how those strategies and techniques have helped you lead your K-12 students to academic growth.

As described above, this module is scored simply on completion rather than qualitatively. The assessment is meant to provide an opportunity for reflection and to synthesize topics from two years at Relay prior to engaging in the Master's Defense.

<b>Selected Readings</b>
N/A
<b>Sessions</b>
Assessment only; no sessions associated with this module.
<b>Hours Total (OL)</b>
6.25 + AP

# Spring 2

<b>Module Title</b>
TC-202: Using Data to Drive Intervention, Spring 2
<b>Module Summary</b>
Getting small-group re-teaching to happen <i>during</i> class time is a game-changer. Effective small-group re-teaching has the power to boost student engagement, save time and, most obviously, increase student learning. But the difficulty of doing small-group re-teaching <i>effectively</i> cannot be overstated.  In this single-session module, you'll learn several strategies for planning and facilitating intentional, data-driven, small-group re-teaching, and you'll devote time to planning how you'll apply the strategy of your choice in your classroom. Your assessment for this module will be an in-session exit ticket in which you intentionally select and demonstrate your application of a strategy shared in the session.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"><li>The teacher will demonstrate preparedness to implement data-driven, small group re-teaching (ACEI 3.2)</li></ul>
<b>Module Assessment</b>
The teacher will submit an analysis of student data and a plan for a small-group re-teaching in response to the data.
<b>Selected Readings</b>
N/A
<b>Sessions</b>
Session 1: Strategies for Small Group Re-Teaching (IP)
<b>Hours Total (OL)</b>
2.5 (0)

<b>Module Title</b>
LIT-202: Speaking and Listening, Elementary, Spring 2
<b>Module Summary</b>
Consider the importance of listening and speaking skills in your professional life: Interviewing for your current job, participating in real-time or digital meetings with colleagues, or effectively teaching your students a new concept. How can we support our elementary students in college and career readiness? According to the Common Core, effective speaking and listening habits are best developed through strategic practice. “To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations” (CCSS for ELA, p. 22). The Common Core has developed K-5 standards based on the College and Career Readiness (CCR) anchor standard to help us develop effective communication skills in our students.  In this module, you will review and internalize the CCSS for Speaking and Listening for your respective grade-level. You will have the opportunity to reflect on areas of strength and growth in your instruction and determine next steps for your classroom. You will identify the core habits of discussion that support these standards and create a sequence for explicitly teaching these habits. You will also determine the role of Standard English in your classroom. Specifically, you will engage in dialogue around code-switching, dialect, and common characteristics of African-American Vernacular English. You will then determine your expectations regarding language use options in your classroom.

<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher plans CCSS-aligned instruction that effectively uses the habits of discussion (ACEI 2.1, ACEI 3.5, ACEI 3.4)</li> <li>• The teacher reflects on the role of language decisions in her classroom</li> <li>• The teacher demonstrates knowledge of speaking and listening instruction</li> </ul>
<b>Module Assessment</b>
<p>Candidates submit the components highlight below.</p> <p>Part 1: Plan for Instruction  Which one or two Common Core Speaking &amp; Listening standard(s) do you need to focus on in the upcoming month of instruction? Why is this/are these standard(s) the highest leverage?  Describe the habit(s) of discussion that you will explicitly teach/reinforce in a 3-6 minute lesson to ensure mastery of these selected standards. Be sure to include:  The selected habit of discussion with rationale for CCSS standard(s) alignment  The familiar context you will present to students  The 2-3 criteria for success you will introduce (i.e., guidelines for how to use the new habit)  The anticipated challenges when teaching these habits</p> <p>Part 2: Reflect on Language Decisions in the Classroom</p> <p>Explain why it is important to plan a range of speaking and listening activities for your classroom. Please align your response to at least one of the readings from the module.</p> <p>The assessment is scored on the alignment of their lesson to CCSS and how effectively the candidate integrates habits of discussion. In the reflection, candidates are assessed on their reflection around language decisions and how effectively they support flexible speaking and listening development.</p>
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Delpit, L. (2006). <i>Other people's children</i>. New York: The New Press. Pgs. 152 – 166.</li> <li>• National Governors Association Center for Best Practices &amp; Council of Chief State School Officers. (2010). <i>The common core state standards for mathematics</i>. Washington, D.C.: Author.</li> <li>• Bambrick-Santoyo, P., Settles, A., &amp; Worrell, J. (2013). <i>Great Habits, Great Readers: A practical guide for K-4 Reading in the Light of Common Core</i>. San Francisco: Jossey-Bass. pp. 70-73.</li> <li>• Palmer, E. (2014). The most fundamental skills for success. In <i>Teaching the core skills of listening &amp; speaking</i> (p. 9). Alexandria, VA: ACSD</li> <li>• Gee, J.P. (1989). Literacy, Discourse, and Linguistics. <i>Journal of Education</i>, 171, 5.</li> <li>• Zwiers, J. (2008). <i>Building academic language: Essential practices for content area classrooms</i>. San Francisco: Jossey-Bass.</li> <li>• Zwiers, J. (2011). <i>Academic conversations: Classroom talk that fosters critical thinking and content understandings</i>. Portland, ME: Stenhouse.</li> </ul>
<b>Sessions</b>
<p>Session 1: Speaking and Listening. Candidates read and explore the CCSS for speaking and listening and observe these standards in action through classroom videos. Candidates will be able to summarize the standards and will identify 2-3 standards to focus on in the next month of instruction based on current class-wide performance.</p> <p>Session 2: Language Options in the Classroom. Candidates learn about vocabulary for discussing language styles and read multiple authors' perspectives on dominant and non-dominant discourses. Candidates read about academic language. In the end, candidates can define cod-switching and academic language and identify their roles in an academic setting. Candidates develop expectations regarding language options in the classroom.</p>

Session 3: Language Decisions and Prompting in the Classroom. Candidates identify key speaking and listening habits in the CCSS and identify standards related to academic language. Candidates develop criteria for successfully speaking and listening in classroom discussions.

Session 4: Introduction to the Habits of Discussion. Candidates read an example of a language activity in the classroom and map standards to habits of discussion. Candidates identify the core habits of discussion for their respective grade.

Session 5: Habits of Discussion. Candidates identify instructional best practice when teaching conversational skills and then develop and practice delivering a lesson to introduce a new habit of discussion. The underlying goal of this session is to equip teachers to foster creative, critical open-minded, flexible thinkers.

**Hours Total (OL)**

5 (2)

**Module Title**

SCI-201: Inquiry-Based Elementary Science, Spring 2

**Module Summary**

This module is all about inquiry through the 5E inquiry model. The 5E inquiry model is one instructional model that you can use to structure inquiry-based learning experiences for students in your classroom. Through inquiry, your students will be doing science and learning content simultaneously. Throughout the module, you'll develop your skills in analyzing, designing, and executing lessons using the 5E model. You'll also consider how to manage student misconceptions through the lens of the 5E model. By the end of the module, you'll be executing inquiry lessons that take on and clarify targeted student misconceptions!

**Module Goal(s)**

- The teacher executes each component of the 5E model in a way that aligns to the objective (ACEI 1.0)
- The teacher executes a safe lesson
- The teacher executes the lesson in such a way that each component of the 5E model meets its intended purpose (ACEI 3.1, ACEI 3.3, ACEI 3.4)
- The teacher demonstrates knowledge about the aspects of science (ACEI 2.2)

**Module Assessment**

The teacher will submit a lesson plan and video demonstrating a 5E lesson plan. The lesson plan must include each component of a 5E inquiry model aligned to the lesson objective. Additionally, the lesson must be safe, each component of the 5E inquiry model should achieve its intended purpose, and the teacher must convey content accurately.

**Selected Readings**

- Shtulman, A. and Valcarcel, J. (2012). Scientific knowledge suppresses but does not supplant earlier intuitions. *Cognition*, 124 (2012), 209-215.
- Bybee, R.W. (2009). *The BSCS 5E Instructional Model and 21<sup>st</sup> Century Skills*. Paper prepared for the National Academies board on Science Education, Washington, DC: Retrieved from: [http://www7.nationalacademies.org/bose/Bybee\\_21st%20Century\\_Paper.pdf](http://www7.nationalacademies.org/bose/Bybee_21st%20Century_Paper.pdf)
- Ansberry, K. and Morgan, E. (2007). *More Picture Perfect Science Lessons: Using Children's Books to Guide Inquiry, K-4* (pp.32-33). Arlington, Virginia: National Science Teachers Association.
- Clark, R.A., Kirschner, P.A., and Sweller, J. (2012). Putting Students on the Path to Learning: The Case for Fully Guided Instruction. *American Educator*, 96(4), 6-11.
- Howard-Jones, P., Franey, L., Mashmoushi, R., and Liao, Y.C. (2009). The Neuroscience Literacy of Trainee Teachers. *British Educational Research Association Annual Conference*. University of Manchester.

**Sessions**

Session 1: Introduction to the 5E Instructional Model. In this session, candidates are introduced to the 5E

model, which is one instructional model educators can utilize to structure inquiry-based learning experiences. The 5 E's are Engage, Explore, Explain, Elaborate, and Evaluate. At the end of this session, candidates will be able to identify and order components of strong 5E lesson plans and choose whether or not to use the 5E inquiry model in different situations.

Session 2: The 5E Instructional Model in Practice. In this in-person session, candidates will have the opportunity to evaluate the implementation of 5E instruction utilizing criteria of a strong 5E lesson: engage students and activate prior knowledge, require students to make observations and draw conclusions, include clear direct instruction built off of student findings, include student practice in a new scenario, and include a check for student mastery of the objective. Additionally, strong 5E-based lessons predict and address likely student misconceptions.

Session 3: Outlining with the 5E Model. In this session, candidates will outline an objective-based learning experience using the 5E model. Candidates are expected to utilize the criteria of a strong 5E lesson learned in previous sessions.

Session 4: Identifying Misconceptions. In this session, candidates will describe common misconceptions in science and a framework for addressing misconceptions. Candidates will then identify a student misconception that is likely to occur in upcoming instruction and utilize said framework to address the misconception.

Session 5: Safety in the Science Classroom. In this session, candidates are reminded to predict, plan for, and address safety concerns for all science lessons, not just ones with chemicals. Candidates are encouraged to think about the culture of safety they create, not just the procedures they implement for one lesson. Candidates then identify and plan for safety considerations in science lessons.

Session 6: Managing Misconceptions. This session builds upon session 4, and candidates design informal probes for student misconceptions, and then implement the probe or discrepant event to target a specific misconception. Candidates review misconceptions and are introduced to probes and discrepant events as two strategies to combat misconceptions and illustrate the correct scientific principle.

Session 7: Practice. This session is a chance for candidates to implement critical portions of a 5E-based lesson and receive feedback from peers. Then candidates revise their lesson plan and implementation based on feedback.

Session 8: Video Review. Candidates utilize the assessment rubric associated with SCI-201 to evaluate his implementation and his colleagues' implementation of a 5E lesson. Candidates have the chance to see multiple 5E lessons and reflect upon the effectiveness of various strategies across different grade levels, school types, and classroom cultures.

<b>Hours Total (OL)</b>
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10.5 (4.5)
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<b>Module Title</b>
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SGA-202: Academic and Character Progress, Spring 2
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<b>Module Summary</b>
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In SGA-201, you set ambitious goals for yourself and your students. Since then, you've been pushing hard toward those goals by using your teaching techniques in your daily classes. Your students have been working hard too, and you've been measuring their learning with exit tickets, quizzes, and observations. By now,
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you've also probably administered your second formal round of assessment, or you're getting ready to do so.

In SGA, it's time to continue moving forward by Tracking Progress (Step 4). In this module, you will step back from your day-to-day instruction to do two things. First, ensure you are maintaining complete and error-free student-level data; and second, begin to analyze your students' progress toward their ambitious goals. In just a few months, you will also leverage these data to write your end-of-year Data Narrative — a major component of your Master's Defense.

*SGA-202: Year 2 Pathway* is comprised of an online introduction session, one in-person data-check session, and one online data check. For each data check, you will learn best practices for tracking data, and will submit a new round of academic and character data, if applicable. You will also have ample work time and time to check-in with your faculty advisor. Let's get started on the next step of the Pathway!

#### **Module Goal(s)**

- The teacher collects ongoing rounds of complete and error-free Year 2 student achievement data
- The teacher analyzes data in order to benchmark progress toward ambitious goals (ACEI 5.1)

#### **Module Assessment**

In this assessment, graduate students will submit and analyze two rounds of complete and error-free academic and character data. Graduate students measuring standards mastery will also submit an assessment that reflects the Relay GSE features of high-quality assessment.

#### **Selected Readings**

- Bambrick-Santoyo, P. (2010). *Driven By Data*. San Francisco: Jossey Bass
- Bempechat, J. (1992). "The Role of Parent Involvement in Children's Academic Achievement." *The School Community Journal*, 2 (2).
- Farr, S. (2010). *Teaching as leadership: The highly effective teacher's guide to closing the achievement gap*. San Francisco: Jossey-Bass.
- Harvard Family Research Project (Winter 2006-2007). Family Involvement in Elementary School Children's Education. Family Involvement Makes a Difference. No. 2. Harvard Graduate School of Education. pp. 1-12.
- Levine, A.. (2005). Educating School Leaders. [http://www.edschools.org/reports\\_leaders.htm](http://www.edschools.org/reports_leaders.htm)

#### **Sessions**

Session 1: Module Introduction. In this session, candidates quickly explore why this module matters in the SGA process and how to set themselves up for success.

Session 2: Data Check #1. In this session, candidates meet 1:1 with instructors to evaluate tracker and confirm that round 2 data is complete and accurate and to assess student progress. Candidates explore their data together and determine appropriate interventions based on the reviewed student data.

Session 3: Data Check #2. This serves as an additional check point on the data and student progress. Candidates submit their data and reflections and instructors differentiate support- offering written feedback to some and personalized 1:1 feedback meetings to others based on student progress and growth.

#### **Hours Total (OL)**

3.5 (1) + AP

#### **Module Title**

SGA-203: Year 2 Outcomes, Spring 2

#### **Module Summary**

In this module, you'll develop a discriminating taste for high-quality data analysis. You'll learn to apply statistical techniques to discover trends in student performance. You'll disaggregate your data, create displays



of student achievement, and summarize your findings. With your ability to discern excellence, you'll turn your nose up at defective analyses like Simpson's Paradox and misleading graphics. Throughout the module, you'll distill meaningful takeaways from the performances of all students at both the subgroup and the individual levels, and you'll leverage these discoveries to tell the story of their achievements in a polished, written account — your Data Narrative.

**Module Goal(s)**

- The teacher will verify outcomes for end-of-year data
- The teacher will introduce teaching context I
- The teacher will analyze data for all students
- The teacher will analyze data for subgroups of students (ACEI 4.0)
- The teacher will analyze data for one student
- The teacher will analyze character results
- The teacher will create next steps from analyses of academic and character data

**Module Assessment**

Teachers will submit end-of-year data trackers to verify academic and character outcomes, and will produce a Data Narrative that tells the story of those outcomes.

**Selected Readings**

- Bambrick-Santoyo, P. (2010). *Driven By Data*. San Francisco: Jossey Bass
- Bempechat, J. (1992). "The Role of Parent Involvement in Children's Academic Achievement." *The School Community Journal*, 2 (2).
- Farr, S. (2010). *Teaching as leadership: The highly effective teacher's guide to closing the achievement gap*. San Francisco: Jossey-Bass.
- Harvard Family Research Project (Winter 2006-2007). Family Involvement in Elementary School Children's Education. Family Involvement Makes a Difference. No. 2. Harvard Graduate School of Education. pp. 1-12.
- Levine, A.. (2005). Educating School Leaders. [http://www.edschools.org/reports\\_leaders.htm](http://www.edschools.org/reports_leaders.htm)

**Sessions**

Session 1: Verify Outcomes. Candidates explore what it means to verify data and why Relay engages in this. Candidates then verify that data is complete and accurate choosing either a single check or a periodic check. Candidates have the opportunity to ensure all other data is complete and error free before submitting.

**Hours Total (OL)**

1 (1)

**Module Title**

SGA-210: The Master's Defense, Spring 2

**Module Summary**

Over the past two years at Relay GSE, you have gained knowledge, developed skills, and built the mindsets of a highly effective K-12 teacher. In your final chapter at Relay GSE, you'll celebrate these accomplishments in the Master's Defense capstone project. The Master's Defense is all about what you and your students have learned over the past two years. You'll reflect candidly on your teaching strengths, areas of improvement, and your professional growth over your time at Relay GSE. You'll also highlight your students' learning via their academic outcomes and the character growth they've made as a result of having YOU as their teacher.

The Master's Defense is a two-part project that includes an annotated online Portfolio of your best module assessments, as well as an in-person Oral Defense in front of a small panel of Relay GSE faculty. This module will set you up for success in both parts of this capstone project.

**Module Goal(s)**

- The teacher will curate and annotate a Master's Defense Portfolio

<ul style="list-style-type: none"> <li>The teacher will prepare and present an Oral Defense</li> </ul>
<b>Module Assessment</b>
Teachers will curate and annotate an online Master's Defense Portfolio and present an in-person Oral Defense.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>Reynolds, G. (2008). <i>Presentation zen: Simple ideas on presentation design and delivery</i>. New Riders, Berkeley, CA, pp. 76-79.</li> </ul>
<b>Sessions</b>
<p>Session 1: Teaching Portfolio. Candidates read about the Master's Defense Portfolio and learn what to expect in this process. Candidates learn how to select strong modules to showcase and review previous exemplary submissions. Candidates learn how to write about their teaching in a way that engages readers and highlights strengths.</p> <p>Session 2: The Oral Defense. Candidates identify the strengths of a sample oral defense presentation and summarize key insights gleaned from Relay GSE work. Candidates generate responses to common Oral Defense questions and articulate logistics for Oral Defense.</p> <p>Session 3: Effective Presentations. Candidates describe the characteristics of effective PowerPoint presentations. Candidates practice delivering their Oral Defense, receive peer feedback and incorporate to improve their presentation.</p> <p>Session 4: Dress Rehearsal. Candidates practice delivering their oral defense and get rubric-based feedback on written and oral defense.</p>
<b>Hours Total (OL)</b>
8 (1)

<b>Module Title</b>
CC-220: Joy, Spring 2
<b>Module Summary</b>
<p>"What avail is it to win prescribed amounts of information about geography and history, to win the ability to read and write, if in the process the individual loses his own soul?" John Dewey, <i>Education and Experience</i>, 1938</p> <p>Dewey's question is as relevant today as it was in 1938. At times, it may seem as though the importance of high-stakes testing and the pressure to adapt to the next wave of policy changes have eclipsed the importance of the affective attributes of teaching and learning in our national consciousness — attributes like curiosity, wonder, zest, and joy.</p> <p>But great educators know that creating a joyful learning environment isn't anything like squaring a circle. Joy and learning aren't at odds. Rather, they're closely related.</p> <p>This module presents perspectives on joy and happiness across time and discipline, and it shares four (of likely countless) approaches you can take to create a joyful classroom climate. You'll also have the opportunity to plan and practice facilitating joyful learning with your colleagues in an in-person session.</p> <p>Then, for your module assessment, you will submit classroom video and written reflection on your approach to creating a joyful classroom climate.</p>
<b>Module Goal(s)</b>

- The teacher will exhibit intentionality in creating a joyful classroom climate
- The teachers and students will exhibit joy (e.g., smiling, laughter, passion, intense focus)

**Module Assessment**

Teachers will submit video documentation and a written reflection on their efforts to create a joyful classroom climate through the approaches described in the module instruction.

**Selected Readings**

- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper & Row. P.2-4.
- Lemov, Doug (2010). *Teach Like a Champion*. San Francisco, CA: Jossey Bass. pp. 131-134; 141-143; 214-218.
- Peterson, C. (2006). A primer in positive psychology. Oxford: Oxford University Press. P.78-79.
- Seligman, M.E.P. (2006). *Learned Optimism: How to change your mind and your life*. New York: Vintage Books

**Sessions**

Session 1: Defining Joy. In this session, candidates grapple with the idea of "joy" and how it is defined differently by different people. Through historical readings and classroom discourse, candidates will describe their conception of joy and, most importantly, a joyful classroom.

Session 2: Approaches to Creating a Joyful Climate. Candidates will learn that there are multiple approaches to creating a joyful classroom but that no one is perfectly distinct from another. Through analyzing video footage of several different approaches to creating a joyful classroom climate, candidates will have the opportunity to begin to reflect upon their own future practice.

Session 3: Additional Considerations. In this session, candidates will anticipate challenges they will face in creating a joyful classroom climate and learn strategies to combat those challenges (i.e. work from a foundation of strong relationships, read the room, be authentic, and consider developmental appropriateness).

Session 4: Joy in Practice. In this session, candidates will articulate a research-based rationale for the importance of joy in the classroom, identify joyfulness in others by "reading the room", and plan and practice creating a joyful classroom climate through flow, autonomy and individual expression, or J-Factor.

**Hours Total (OL)**

6.25 (1.5) + AP

# Assessments at Relay GSE

Relay GSE believes that the techniques, strategies, skills and mindsets taught in the program will foster student growth and achievement in P-12 classrooms. The assessments graduate students complete will mirror, to the greatest extent possible, the kinds of tasks that great teachers do as part of their day-to-day work. These assessments are designed to help graduate students meaningfully improve their practice and lead their students to measurable academic gains and character growth.

Each module is paired with an assessment. Each of these assessments falls into one of three categories:

- 1) The assessment is submitted as part of a portfolio assessment for one of the six assessments
- 2) The assessment serves as a formative assessment for one of the six assessments
- 3) The assessment stands alone and is not associated with one of the six assessments

Please see supplemental assessment descriptions for further details.

## Rubric Scale for “Stand Alone” Assessments

The Relay GSE rubric measures graduate student performance on assessments. All rubrics use this scale:

(4) **Exemplary** – Graduate students who earn a 4 on a rubric row have demonstrated exemplary performance on the strategy or technique described in that row. Earning a 4 is rare.

(3) **Proficient** – Graduate students who earn a 3 on a rubric row have demonstrated solid, proficient performance of the strategy or technique described in that row. Earning 3s is the expected outcome of completing a module.

(2) **Foundational** – Graduate students who earn a 2 on a rubric row have demonstrated foundational skills with respect to the strategy or technique described in that row. With a little more support, they will likely be able to demonstrate proficiency on that strategy or skill

(1) **Attempting** – Graduate students who earn a 1 on a rubric row have attempted to master the strategy or technique described in that row. They need more support and/or need to put in more work before they can demonstrate proficiency on that strategy or technique. Earning multiple 1s in a given rubric row would indicate that a graduate student is highly unlikely to pass the module.

(0) **Lacking** - Graduate students who earn a 0 on a rubric row have not attempted to master the strategy or technique described in that row.

## Passing a Module

For each module in the Relay GSE program, there is a summative assessment. Each summative assessment has a rubric that uses the scale described above to provide the graduate student with feedback and measure his/her performance on the techniques and skills presented in that module.

**To pass a module, a graduate student must earn a score of 3 or above on the final row of the rubric,** which was constructed as a holistic measure of a graduate student’s performance on that module. If a module has five rows, and a graduate student earns a mix of 2s and 3s on the first four rows of the rubric, but his/her professor thinks that, overall, he/she has demonstrated proficiency, the graduate student will earn a three on the final row and thereby pass the module.

## **Academic Honesty**

Relay GSE regards the following as acts of academic dishonesty: plagiarism, cheating on assessments, obtaining unfair advantage, and the falsification of records or official documents. These violations will be treated as serious offenses against the values of intellectual honesty. Enrolled teachers are expected to refrain from infractions against this code in all assignments and in all courses. Relay GSE is committed to enforcing this policy and will pursue cases of academic dishonesty according to the Academic Honesty and Collaboration Procedures described in the Relay GSE Graduate Student Handbook.

Any deliberate borrowing of the ideas, terms, statements, or knowledge of others without clear and specific acknowledgement of the source is intellectual theft and is called plagiarism. It is not plagiarism to borrow the ideas, terms, statements, or knowledge of others if the source is clearly and specifically acknowledged. Students who consult such critical material and wish to include some of the insights, terms, or statements encountered must provide full citations in an appropriate form. Relay GSE reserves the right to use technology to prevent and detect forms of plagiarism.

- When a faculty member suspects a graduate student has committed an act of academic dishonesty, the faculty member should first confer with the graduate student. If the graduate student admits to the violation, the faculty member in association with the Dean will administer a penalty commensurate with the offense. The penalty could range from a deduction in Professionalism to dismissal from the program.
- If the graduate student denies the allegation of academic dishonesty, the case goes to the Dean. The Dean will review the case with the faculty member and the graduate student. The Dean's judgment is final.

Many assessments will allow for collaboration between graduate students. When this is the case, the parameters for collaboration (e.g., how many people can collaborate on a given assessment, whether people other than RGSE graduate students can contribute to the assessment, etc.) will be clearly stated by faculty members. As a rule, anytime graduate students collaborate on assessments, they should be sure to list by name all fellow collaborators. Failure to list collaborators' names will be treated as an act of academic dishonesty.

## **Disability Policy**

Relay GSE will ensure that graduate students with learning, physical, and psychological difficulties and/or disabilities are able to complete the program's coursework with appropriate support and/or accommodations from Relay GSE staff, if needed. This support and/or accommodations will be monitored, reviewed and adjusted as necessary.

Upon admission to Relay GSE, graduate students will be entitled to receive the necessary support related to the disability. If a graduate student is interested in receiving such support and/or accommodations, he/she must register with Enrollment Services by downloading and completing a disabilities disclosure form from the "Enrollment Services" section of Minerva and emailing the completed form to [enrollment@relay.edu](mailto:enrollment@relay.edu). The Director of Enrollment Services and the Dean will then review the graduate student's registration information and supporting documents and begin coordinating support and/or accommodations for the student (as needed). If appropriate, Relay GSE may refer students to professional resources when deciding the level of disability and the level of further help and support required as identified.

For individuals with physical disabilities, Relay GSE will ensure that access to classroom facilities is

appropriate and relocate teaching areas if required. Relay GSE will also ensure that, where possible, all classroom facilities are accessible and, where this is not feasible, ensure that alternative arrangements are made and that support and assistance is provided whenever possible.

### **Relay GSE Secondary Mathematics Overview**

The suite of eight secondary mathematics modules across Relay’s two-year program takes a balanced approach to mathematics education and will help ensure K-12 students have the conceptual understanding, procedural fluency, and exposure to applications of mathematical concepts needed for mathematical proficiency in practice and process.

The thread connecting all the work teachers will do in year 1 is inquiry: teachers are learning components of inquiry-based learning that will come together in year 2. The first summer module of the secondary mathematics curriculum at Relay GSE is a resource module (not assessed) that will prepare teachers to start their school years – they will learn to establish a strong positive culture of mathematics through the use of math routines. In the first fall module, teachers will begin to analyze the coherence and focus of Common Core State Standards for Mathematics (CCSSM) across grades K-12 and learn about the Standards for Mathematical Practice (SMP). In the second module, teachers will then work to understand rigor — as defined by the CCSSM, “the balance of procedural fluency, conceptual understanding, and applications” — of assessment tasks associated with the CCSSM and related instructional choices. Teachers will then learn to create and execute strong mathematical questioning sequences at the start of the spring term. The content foci for this module will be fractions, ratios, proportional relationships, and the introduction of the rate of change – all part of the major work set forth by the CCSSM for secondary grades. In the final module of year 1, teachers will learn how to facilitate productive mathematics discussions while also focusing on the expressions, equations, and functions content, rounding out the major work subjects for the secondary grades. Teachers will complete year 1 of the program with a deeper understanding of the secondary CCSSM content; of how the rigor, coherence, and focus of the standards impact planning and teaching; and of instructional practices that will support their students in understanding mathematics.

While *all* pedagogy and content is important, it is not possible to provide *all* pedagogy and content in the first year of a Master's program. The first year of the Relay GSE secondary mathematics curriculum provides teachers an accessible amount of high-leverage content: focused time on understanding and evaluating rigorous mathematical tasks across grade levels, as well as focused time on in-depth work with key mathematical concepts and practices necessary for students’ success throughout their secondary math education. This allows teachers to further their understanding of the content and to ensure that they have a solid foundation in what is required of students before moving into longer-term planning, as they will in year 2.

During the summer before their second year, teachers will build the skills they need to integrate discipline-specific literacy into mathematics classes, and will conduct an in-depth analysis of a full student-facing grade-level unit of study (e.g., Exponential Functions for Algebra 1). It is important to have teachers take a step back to understand mathematical literacy and analyze existing unit materials so they can start to synthesize the work they did in year 1 and make a plan to include mathematical literacy throughout the upcoming school year.

With the strong foundation set in year 1, teachers will be ready to digest, evaluate, and create longer-term instructional materials in year 2. At the start of the second year, teachers will learn to use a variety of technologies in their classrooms and explore what modeling, as described by the CCSSM, can look like for their grade-level bands. Teachers will then develop full inquiry lessons, looking at algebraic thinking and 3-act



lessons in particular. Teachers will close out their two-year program learning about mathematical flexibility<sup>1</sup>: the ability to use and appropriately choose from multiple strategies when solving problems. Specifically, teachers will work on planning and executing a unit that builds students' mathematical flexibility. In addition, teachers will continue to practice the techniques learned in year 1 – assessing rigor of tasks, questioning, and mathematical dialogue – as they apply to inquiry-based lessons and mathematical flexibility over year 2.

Teachers will leave Relay GSE with the pedagogical content knowledge necessary to lead students as they build numeracy and algebraic skills, develop analytic reasoning, and successfully prepare for college and career readiness.

### **Teaching Cycle Course Description**

This course focuses on providing teachers with an overview of the instructional strategies for planning and delivery. The instructional planning component of this class focuses on long-term plans, unit plans, lesson plans, and also on assessment planning. Teachers may utilize their goals designed in the *Student Growth and Achievement (SGA)* course as a foundation of their curriculum development and instructional planning. With their goals in mind, teachers will design units and lessons with measurable and achievable learning objectives and alignment to State and Common Core learning standards. They will learn and research instructional strategies for teaching students with a range of abilities and learn how to check for student understanding and modify instruction to meet students' needs. A key component of teaching is preparation; therefore, this course will provide enrolled teachers with the tools and knowledge necessary to backward-plan and design unit and lesson plans with strong alignment among learning objectives, assessments, and learning activities. In addition to practicing and filming their own classroom use of these skills, teachers will view exemplary clips from their peers' classrooms and other effective teachers. Through this combination of large group sessions and video review, teachers will be able to deeply reflect on and improve their instructional delivery practices so as to best drive student achievement. Finally, teachers will learn to design reliable and appropriate class assessments, about formal and informal methods of assessing student learning, to make valid inferences based on those assessments, and to appropriately modify their assessments.

Additionally, teachers will take coursework associated with applying and differentiating their teaching cycle for Exceptional Learners. Courses labeled "TEL" for "Teaching Exceptional Learners" equip teachers with the knowledge, skills, and mindsets essential to serving every student.

### **Student Growth and Achievement Course Description**

This course aims to prepare teachers to set ambitious, feasible, and measurable learning goals for all of their students. Teachers will develop a series of strategies to help their students reach their goals, learn tools and skills required to track the progress of their students, revise their instruction based on data, and ultimately meet the "big goals." The course incorporates essential pedagogical elements, connecting instructional planning with research-validated instructional strategies for teaching students with differentiated needs, assessment, the use of technology, investing communities and students, and the art and science of effective teaching. This course prepares teachers for and requires as the program's capstone project the Master's Defense, which is the portfolio project that reflects each teacher's impact on her students' growth and achievement.

### **Self and Other People Course Description**

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<sup>1</sup> Based on: Rittle-Johnson, B, & Star, J.R. (2007). Does comparing solution methods facilitate conceptual and procedural knowledge? An experimental study on learning to solve equations. *Journal of Educational Psychology*, 99(3), 561-574.

In *Self and Other People*, teachers will learn how to be culturally responsive educators by addressing issues of race, class, and bias in the classroom context. In addition, teachers will hone their communication skills so as to effectively work with students and families across lines of difference. This course will also help teachers identify and understand different character strengths and development that can positively impact student learning. In particular, the course’s focus on character growth draws on the research of Dr. Martin Seligman and Dr. Chris Peterson into positive psychology. Character is viewed as malleable, and teachers are seen as always being in a position to model and teach character strengths (love, hope, optimism, grit, zest, social intelligence, integrity, courage) to their students.

**Classroom Culture Course Description**

This course aims to help teachers develop and hone their knowledge, skills, and mindsets so that they can create a classroom culture that is both an effective learning environment and a joyful, nurturing, and safe community. In addition, teachers will learn ways to increase classroom efficiency by implementing time-saving routines and procedures and using strategies for managing classroom materials and space. Teachers will engage in building knowledge of *Self and Other People* (another Relay GSE element of effective teaching), and will also work toward mastering the myriad skills required to manage their classrooms. The course is built upon the recognition that a strong classroom culture is the foundation upon which powerful learning takes place.

**Sessions and Dates:** The English modules in the Content course begin in Fall 1 and span the duration of the two-year Relay GSE program.

**Course Delivery (Video, Online, etc.):** This course is primarily taught in person at Saturday class sessions throughout years 1 and 2 of the program. There are some online components to this course as well, which come in the form of readings, screencasts, and quizzes.

**Module Summaries, Goals, Assessments, and Readings\* By Term**

\*Course information is subject to change.

# Summer 1

<b>Module Title</b>
TC-111: Introduction to Lesson Planning, Summer 1
<b>Module Summary</b>
Effective teachers write detailed daily lesson plans in order to ensure that they use every minute of class time intentionally. In this module, you’ll learn how to write effective objectives and how to break the essential skill of lesson planning down into its most basic parts: the Opening, the Introduction to New Material, student practice (both Guided Practice and Independent Practice), and the Closing. The goal is for you to write solid plans with each of these parts <i>before</i> the school year begins. Your final assessment, accordingly, is to write a Five-Step lesson Plan for a procedure.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will write a standards-aligned objective that is framed in terms of how students will acquire and demonstrate mastery</li> <li>• The teacher will plan a lesson demonstrating tight alignment between the objective and lesson activities</li> </ul>
<b>Module Assessment</b>
The teacher will craft an objective aligned to a specific content standard and will design a lesson aligned to that standard. The teacher will submit a lesson plan with a reflection on alignment.

<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Brophy, J. (2001). "Generic Aspects of Effective Teaching." <i>Tomorrow's Teachers</i>, ed. Margaret C. Wang and Herbert J Walburg. Richmond, CA: McCutchen Publishing Corporation, pp. 23.</li> <li>• Lemov, D. (2010). <i>Teach like a champion</i>. San Francisco: Jossey-Bass. pp. 61-62.</li> <li>• Marzano, R.J. (2007). <i>The art and science of teaching: A comprehensive framework for effective instruction</i>. Alexandria, VA: ASCD. pp. 61-65, 72-82.</li> <li>• McMillan, J. H. (2007). <i>In Classroom assessment: Principles and practice for effective standards-based instruction, 4th ed.</i> Boston: Pearson. (Selected readings.)</li> <li>• Saphier, J., Haley-Speca, M. A., &amp; Gower, R. R. (2008). <i>The skillful teacher, building your teaching skills</i> (6th ed.). Acton, MA: Research for Better Teaching. pp. 208-211; pp. 395-410.</li> <li>• Wiggins, G. and McTighe, J. (2005). <i>Understanding by design, 2nd ed.</i> Alexandria, VA: ASCD Press. pp. 13-21.</li> </ul>
<b>Sessions</b>
<p>Session 1: The Lesson Plan (OL)  Session 2: Introduction to Objectives (OL)  Session 3: Starting with the End in Mind (IP)  Session 4: Objectives (IP)  Session 5: Closings (IP)  Session 6: Openings (IP)  Session 7: Introduction to New Material (IP)  Session 8: Guided &amp; Independence Practice (IP)  Session 9: Work Time (IP)  Session 10: Peer Review (IP)</p>
<b>Hours Total (OL)</b>
19.5 (1) + AP
<b>Module Title</b>
CK-100: Content Resources, Summer 1
<b>Module Summary</b>
In this module, Secondary Math teachers are introduced to theory, research and best practices in Math instruction. Teachers establish classroom routines and structures to support a strong culture of rigorous math. These routines might include daily fluency practice, mental math or an oral drill, partner work or whole group discussions. Teachers explore methods for creating an environment where students feel safe and a culture that nurture's students' growth mindsets. Additionally, teachers are guided through a curated resource bank of high quality curricular materials, assessment resources, texts and resources to further develop their own content knowledge prior to their first day of teaching.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will prepare to start the school year strong in his or her content area</li> </ul>
<b>Module Assessment</b>
There is no assessment associated with this module.
<b>Selected Readings</b>
N/A
<b>Sessions</b>
<p>Session 1: Preparing for Your First Day  Session 2: Online Resources</p>
<b>Hours Total (OL)</b>
2.5 (0)
<b>Module Title</b>
SOP-115: Applied Child Development, Summer 1

<b>Module Summary</b>
<p>Child development follows a pattern. Effective teachers familiarize themselves with this pattern, and they adjust their instruction to meet their students' physical, social-emotional, cognitive, and language needs.</p> <p>In this module, you will familiarize yourself with basic learning theory and child development for the age of students you are likely to teach. Then, you will draft a list of action steps that will help you to create a developmentally appropriate classroom environment.</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will identify appropriate physical, social-emotional, cognitive and communication expectations for a specific age</li> <li>• The teacher will identify how age-appropriate expectations impact and are impacted by establishing a positive math learning culture and nurturing students' growth mindsets (NCTM 4a)</li> </ul>
<b>Module Assessment</b>
<p>Teachers will identify research-based action steps to ensure the classroom environment is responsive to students' physical, social-emotional, cognitive, and communicative development.</p>
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Bearison, D. (1996). <i>Interpersonal collaboration and children's cognitive development</i>. Philadelphia: Jean Piaget Society.</li> <li>• Children's Defense Fund. (2010). The state of America's children. Children's Defense Fund.</li> <li>• Daniels, D.H. &amp; Shumow, L. (2003). Child development and classroom teaching: A review of the literature and implications for educating teachers. <i>Applied Developmental Psychology</i>, 23, 495-526.</li> <li>• Dobbs, D. (2011). Beautiful Brains. National Geographic.</li> <li>• Elias, M. J., DeFini, J., &amp; Bergmann, J. (2010). Coordinating social-emotional and character development. <i>Middle School Journal</i>, 42(1), pp. 30.</li> <li>• Lui, A. (2012). Teaching in the zone: An introduction to working within the zone of proximal development (ZPD) to drive effective early childhood instruction. Children's Progress.</li> <li>• Reyes, J.A., &amp; Elias, M.M. (2011). Fostering social-emotional resilience among latino youth. <i>Psychology in the Schools</i>, 48(7), pp. 723-737.</li> <li>• Santos, R.M., Fettig, A., &amp; Shaffer, L. (2012). Helping families connect early literacy with social-emotional development. <i>Young Children</i>, 67(2), pp. 88.</li> <li>• Shaffer, D. (2009). <i>Developmental psychology: Childhood and adolescence</i> (8<sup>th</sup> ed.). Canada: Cengage Learning.</li> <li>• Steinberg, L. (2010). <i>Developing adolescents: A reference for professionals by American Psychological Association, 2002</i>. Boston: McGraw-Hill.</li> <li>• Tatum, B. (1997). "Why are all the black kids sitting together in the cafeteria?" <i>And other conversations about race</i>. New York: Basic Books. pp. 52-74.</li> <li>• Wood, C. (2007). <i>Yardsticks: Children in the classroom ages 4-14</i> (3rd ed.). Turners Falls, MA: Northeast Foundation for Children, Inc. pp. 50-53; 62-69; 78-81; 90-93; 100-103; 110-113; 124-127; 136-139; 148-151; 160-163; 174-177.</li> </ul>
<b>Sessions</b>
<p>Session 1: Introduction (OL, .5 hours)  Session 2: Physical Expectations (OL, 1.5 hours)  Session 3: Social-Emotional Expectations (OL, 1 hour)  Session 4: Cognitive Expectations (OL, 1.5 hours)  Session 5: Communication Expectations (OL, 1 hour)  Session 6: Extensions (OL, 1 hour)</p>
<b>Hours Total (OL)</b>

<b>Module Title</b>
SOP-100: Teacher Mindsets, Summer 1
<b>Module Summary</b>
<p>All teachers layer instructional skills upon a foundation of mindsets about their students, their students' families, and other members of their school communities. But teachers who close opportunity gaps (in race, class, gender, etc.) tend to communicate a few key mindsets in their work. In this module, you will learn about the key mindsets, identify strategies for communicating them, and reflect upon their relevance to your practice.</p> <p>In this module, teachers reflect on five mindsets- high expectations, personal responsibility, intentionality, continuously increasing effectiveness and respect and humility. Teachers will explore how these impact teacher and student actions and beliefs in a math classroom.</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will reflect on key mindsets associated with effective teachers (NCTM 4d)</li> <li>• The teacher will reflect upon a mindset she already communicates regularly and describe how she will continue communicating this mindset to students, families, and/or other members of her school community</li> <li>• The teacher will reflect upon a mindset she struggles to communicate and describe how she will communicate this mindset to students, families, and/or other members of her school community</li> </ul>
<b>Module Assessment</b>
The teacher will provide a description of each mindset in her own words and an explanation of how she will apply each mindset in her own teaching.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Bambrick-Santoyo, P. (2010). <i>Driven by Data</i>. San Francisco, CA: Jossey-Bass. pp. 277-279.</li> <li>• Dweck, C. (2010). Even geniuses work hard. <i>Educational Leadership</i>, 68(1), pp. 16-20.</li> <li>• Farr, S. (2010). <i>Teaching as leadership: The highly effective teacher's guide to closing the achievement gap</i>. San Francisco, CA: Jossey-Bass. pp. 175-176; 212.</li> <li>• Haberman, M. (2005). <i>Star teachers: The ideology and best practice of effective teachers of diverse children and youth in poverty</i>. Houston, TX: The Haberman Education Foundation. Pp. 103-106.</li> <li>• Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. <i>Journal of Educational Psychology</i>, 80(4), pp. 437-447.</li> <li>• Marzano, R. (2010). High expectations for all. <i>Educational Leadership</i>, 68(1), pp. 82-85.</li> <li>• Rist, R. (2000). "Student Social Class and Teacher Expectations: The Self-Fulfilling Prophecy in Ghetto Education." <i>Harvard Education Review</i>. 3rd ser., pp.1-28.</li> <li>• Saphier, J., &amp; Gower, R. R. (1997). <i>The skillful teacher: Building your teaching skills</i>. Acton, Mass: Research for Better Teaching. (Selected readings.)</li> <li>• Singham, M. (1998). <i>The canary in the mine</i>. Phi Delta Kappan, 80(1): pp. 9-15.</li> <li>• Tough, P. (2006). What It Takes To Make a Student. <i>The New York Times Magazine</i>.</li> <li>• Tschannen-Moran &amp; Hoy. (2000). <i>Teaching and Teacher Education</i>. Vol. 17, pp. 783.</li> </ul>
<b>Sessions</b>
<p>Session 1: Introducing Teacher Mindsets (1.5 hours)</p> <p>Session 2: Reflecting on Mindsets (IP, 2 hours)</p> <p>Session 3: Communicating Mindsets (IP, 2 hours)</p>
<b>Hours Total (OL)</b>
5.5 (1.5) + AP

<b>Module Title</b>
CC-100: Writing & Teaching Classroom Procedures, Summer 1
<b>Module Summary</b>
<p>A minute of class time might not seem like a lot, but over time the minutes add up. Imagine students spend one minute moving from the rug to their desks. What if they have to move back? That's two minutes. What if they do this twice a day for 180 days? That's 720 minutes a year, or 12 hours of class time! Two whole school days spent moving from the rug to the desks and back.</p> <p>Time is a teacher's most precious commodity. You can mitigate time lost by establishing clear procedures. If you reduce a one-minute transition from the rug to the desks to 10 seconds with an efficient procedure, you save 10 hours of instructional time over the course of the year.</p> <p>In this module, you'll identify time-wasting moments and write efficient procedures. You'll learn how to teach your procedures so that students execute them quickly and joyfully, and you'll practice teaching a procedure to your colleagues.</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will plan efficient procedures that will save time</li> <li>• The teacher will teach procedures effectively</li> <li>• The teacher will describe the developmental appropriateness of planned procedures</li> </ul>
<b>Module Assessment</b>
<p>Teachers will create a classroom-procedures plan with at least two procedures. In the plan, teachers will detail what each procedure is meant to accomplish, how students will perform each procedure, how and when it will be taught, and why the procedure is developmentally appropriate.</p> <p>Additionally, teachers will teach one of these procedures to colleagues. Teachers will focus on 1) modeling the procedure and having students model, 2) breaking the procedure into small steps, and 3) practicing the procedure with students.</p>
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Jones, F. (2000). <i>Tools for teaching</i>. Santa Cruz, CA: Fredric H. Jones &amp; Associates, Inc., pp. 125-128</li> <li>• Lemov, D. (2010). <i>Teach Like a Champion</i>. San Francisco, CA: Jossey-Bass., pp. 151-163; 197-199</li> <li>• McKinley, J. (2010). <i>Raising black students' achievement through culturally responsive teaching</i>. Alexandria, VA: ASCD., pp. 52-54</li> <li>• Saphier, J., Haley-Speca, M. A., &amp; Gower, R. (2008). Routines. <i>The skillful teacher: Building your teaching skills</i>. Acton, MA: Research for Better Teaching, Inc., pp. 68-71</li> <li>• Tomlinson, C. A. &amp; Imbeau, M. B. (2010). <i>Leading and managing a differentiated classroom</i>. Alexandria, VA: ASCD., pp. 102-114</li> <li>• Wong, H. and Rosemary Wong. (2004). <i>The first days of school: How to be an effective teacher</i>. Mountain View, CA: Harry K. Wong Publications., pp. 174-184</li> </ul>
<b>Sessions</b>
<p>Session 1: The First Few Minutes (OL)  Session 2: Getting &amp; Keeping Students' Attention (OL)  Session 3: "Seat Signals" (OL)  Session 4: Transitions (OL)  Session 5: Teaching Procedures (OL)  Session 6: Identifying Even More Procedures (IP)  Session 7: Practice (IP)  Session 8: Write Plans (IP)</p>
<b>Hours Total (OL)</b>
8 (3) + AP



<b>Module Title</b>
CC-101: Classroom Management Systems , Summer 1
<b>Module Summary</b>
In order to learn, students need to feel safe. To feel safe, they need a certain amount of predictability from their environments. They need assurances that from day to day there will be a consistency on which they can rely.
Classroom rules help provide that structure. In this module, you will learn how to craft rules that don't control students but rather teach them how to operate in a safe environment. You'll learn how to reinforce the behaviors you <i>want</i> in a way that reduces the behaviors you <i>don't</i> want. And you'll also learn how to engage in the very necessary practice of correcting students when they misbehave. By the end of this session, you will have created a Behavior Management Plan consisting of a short list of rules, a way to positively support good behavior, and a list of steps designed both to curb bad behavior and to help students learn from it.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will create a short list of clear, simple rules that are positively framed and observable</li> <li>• The teacher will create a system of positive support strategies</li> <li>• The teacher will determine a logical list bank of corrective actions to match to student misbehaviors</li> <li>• The teacher will create a developmentally appropriate classroom-management system</li> </ul>
<b>Module Assessment</b>
Teachers will write a behavior-management plan that includes rules, corrective actions, and steps for positive reinforcement.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Canter, L. (1988). Let the Educator Beware: A Response to Curwin and Mendler. <i>Educational Leadership</i>, October, pp. 71-73.</li> <li>• Canter, L. (2006). <i>Classroom Management for Academic Success</i>. The Behavior Management Cycle. Bloomington, IN: Solution Tree Press. Selected readings.</li> <li>• Canter, L. (2009). <i>Lee canter's assertive discipline: positive behavior management for today's classroom</i>. Canter &amp; Assoc., pp. 23-28</li> <li>• Curwin, R. (1988). Packaged discipline programs: let the buyer beware. <i>Educational Leadership</i>, October, pp. 68-71.</li> <li>• Wong, H. and Rosemary Wong. (2004). <i>The first days of school: How to be an effective teacher</i>. Mountain View, CA: Harry K. Wong Publications. pp. 174-184</li> </ul>
<b>Sessions</b>
Session 1: Rules (OL) Session 2: Reinforcement Systems (OL) Session 3: Corrective Actions (OL) Session 4: Management Plans (IP) Session 5: Writing (IP)
<b>Hours Total (OL)</b>
6 (1.5 OL) +AP

<b>Module Title</b>
CC-110: Introduction to Classroom Management, Summer 1
<b>Module Summary</b>
Classroom management is one of the most important and most challenging aspects of teaching. The ultimate goal of classroom management is student success and learning. In order to learn and succeed academically,



students need to feel safe in the classroom. To feel safe, they need assurances that from day to day there will be a consistency on which they can rely.

Your classroom management in the moment, in conjunction with routines and procedures and a well-planned classroom-management system, helps provide that structure. In this module, you will learn how to ready yourself for management, set precise expectations for your students, reinforce those expectations, and respond consistently when student behavior is detracting from student success and learning.

**Module Goal(s)**

- The teacher will develop foundational skills for creating a calm, positive and productive classroom culture
- The teacher will clearly communicate precise instructions for student behavior
- The teacher will reinforce expectations
- The teacher will respond consistently to behavior using appropriate corrective actions
- The teacher will manage in a way that is developmentally appropriate for the students in the room (NCTM 4a, ACEI 1.0, NSTA 3d)

**Module Assessment**

The teacher will teach a lesson to colleagues acting as students. Some of the “students” will behave with developmentally appropriate and common misbehaviors. The teacher will set expectations, reinforce expectations, and respond when necessary.

**Selected Readings**

- Delpit, L.D. (2012) *Multiplication is for white people: Raising expectations for other people’s children*. New York: New Press.
- Milner, R. and Tenore, B. (2010). *Classroom Management in Diverse Classrooms*. *Urban Education*, 45, 5.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research and Practice*. New York: Teachers College.
- Canter, L. (2010). *Assertive Discipline*. (4<sup>th</sup> ed.). Bloomington, IN: Solution Tree Press. pp.15-20; 199-201
- Lemov, D. (2010). *Teach Like a Champion*. San Francisco, CA: Jossey-Bass. pp.84-88; 167-177; 199-201
- Lortie, D.C. (2002). *Schoolteacher*. Chicago: The University of Chicago Press

**Sessions**

- Session 1: Ready Yourself (OL)
- Session 2: Set Expectations (OL)
- Session 3: Reinforce Expectations (OL)
- Session 4: Respond Consistently (OL)
- Session 5: Ready, Set Practice (IP)
- Session 6: Reinforce Practice (IP)
- Session 7: Respond Practice (IP)
- Session 8: Management Scrimmages (IP)

**Hours Total (OL)**

9 (3 OL) + AP

**Module Title**

CC-111: Setting the Tone, Summer 1

**Module Summary**

In this module, you will learn how to establish a tone in your classroom that clearly communicates that you

care about your students and that you will not only have high expectations for them, but will also follow through with these expectations. This tone will help you build a classroom culture that supports learning, fosters trust and demonstrates excitement for your content area.

During the five online sessions, you will learn concrete, developmentally appropriate techniques that establish this kind of tone in your classroom. You will read about these techniques and watch video clips of teachers using them with students and focus particularly on teachers within your content area. Following the online sessions, you will have the opportunity to practice these techniques in person with your colleagues.

The final assignment for this module will assess your ability to effectively communicate (verbally and nonverbally) using a "Warm/Demanding" tone during a mock lesson.

#### **Module Goal(s)**

- The teacher will create a “Warm” tone by inspiring her students and consistently showing respect
- The teacher will demonstrate a positive disposition of towards content-specific processes, rigor and discipline-specific learning (NCTM 4a)
- The teacher will create a “Demanding” tone by demanding 100% attentiveness, communicating in a focused way, and using a formal register
- The teacher will set a tone that demonstrates equitable and high expectations for all learners (NCTM 4d)

#### **Module Assessment**

Teachers will execute a mini-lesson to their colleagues acting as students. While executing the mini-lesson, teachers will demonstrate a warm and demanding tone that motivates students to participate in the lesson.

#### **Selected Readings**

- Bondy, E. D. (2008). The Teacher as Warm Demander. *Educational Leadership*, 66(1), pp. 54-58.
- Lemov, D. (2010). *Teach Like a Champion*. San Francisco, CA: Jossey-Bass. pp. 51-55; 183-190; 205-209; 213-214; 219-223
- Lemov, D. (2012). *Teach Like a Champion Field Guide: A Practical Resource to Make the 49 Techniques Your Own*. San Francisco, CA: Jossey-Bass.
- Wilson, B. & Corbett, D. (2001). *Listening to urban kids: school reform and the teachers they want*. Albany, NY: State University of New York Press. pp. 63-64.

#### **Sessions**

Session 1: Setting the Tone (OL)  
Session 2: Stepping Stones (OL)  
Session 3: “Strong Voice” (OL)  
Session 4: “Positive Framing” (OL)  
Session 5: Bringing It Together (OL)  
Session 6: Finding Your “Warm/Demanding” Voice (IP)  
Session 7: Practice (IP)  
Session 8: Execution (IP)

#### **Hours Total (OL)**

13.5 (6) + AP

<b>Module Title</b>
TECH-101: Introduction to Student Technology at Relay GSE
<b>Module Summary</b>
Welcome to TECH-101: Introduction to Student Technology at Relay GSE! About 40% of Relay GSE's curriculum is online, and so it is important that you are familiar with the Course Platform and the other technology tools that you will use while enrolled in this program. The video above gave you a broad overview of online learning at Relay GSE: how much of Relay's content is online, how you can find your online work, and how to be an effective online learner. The rest of this module will jump into the nuts and bolts of how to effectively navigate the Course Platform, complete online work, create and upload assessments (including video assessments), and view your feedback. You should complete this online module prior to beginning class work at Relay GSE, and then refer to it as often as necessary throughout your time at Relay.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The graduate student will demonstrate the ability to navigate the Course Platform</li> <li>• The graduate student will successfully upload a compressed video to the Course Platform</li> </ul>
<b>Module Assessment</b>
At the end of Tech-101, there will be a quiz to demonstrate proficiency.
<b>Selected Readings</b>
N/A
<b>Sessions</b>
Session 1: Technology Orientation Session 2: Preparing Your Computer Session 3: Navigating the Course Platform Session 4: Filming, Editing, and Exporting Videos Session 5: Submitting Assessments and Viewing your Scores Session 6: Contacting the Technology Team Session 7: Module Assessment
<b>Hours Total (OL)</b>
0

# Fall 1

<b>Module Title</b>
TC-101: Designing & Evaluating Assessments, Fall 1
<b>Module Summary</b>
Assessment is a popular, and often controversial, topic in education. No matter what you believe politically about assessment of student learning, it is a critical aspect of the teaching cycle. Assessment allows us to make inferences about what our students know and what they are able to do. We can then use that assessment data to make decisions about how best to meet our students' needs, but this process will only be effective if what we capture is reliable. In this module, we will look at the characteristics of high-quality assessment items, learn how to procure assessment items, write our own assessment items, and intentionally construct a well-formatted assessment that is aligned to a standard.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will design and evaluate assessment items based on the rules of item design (NCTM 3f)</li> <li>• The teacher will construct an assessment aligned to a chosen standard</li> <li>• The teacher will construct an assessment that is formatted to improve efficiency</li> </ul>
<b>Module Assessment</b>

Teachers will create a formatted six-item assessment aligned to a standard that includes at least two self-designed selected-response items and one self-designed constructed-response item. For each item, the teacher must write an evaluation based on the rules of item design.

**Selected Readings**

- Bambrick-Santoyo, P. (2009). Writing/selecting the right interim assessment. In *The view from the pool* pp. 14-15.
- Burton, S.J., Sudweeks, R.E., Merrill, P.F., & Wood, B. (1991). *How to prepare better multiple-choice items: Guidelines for university faculty*. Brigham Young University Testing Services and The Department of Instructional Science. pp. 11
- Christmann, E. P., & Badgett, J. L. (2009). *Interpreting assessment data: Statistical techniques you can use*. Arlington, VA: NSTA Press. pp. 115-121
- Koretz, D. M. (2009). *Measuring up, what educational testing really tells us*. Harvard University Press.
- McMillan, J. H. (2007). *Classroom assessment: Principles and practice for effective standards-based instruction*, 4th ed. Boston: Pearson. pp. 56-89; 158-159; 252-264
- McMillan, J.H. (2011). *Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction*. Boston, MA: Pearson Education, Inc. 5<sup>th</sup> Edition, pp. 176-181
- Miller, D.M., Linn, R.L., and Gronlund, N.E. (2009). *Measurement and Assessment in Teaching* Upper Saddle River, NJ: Pearson Education, Inc. pp. 202-204; 240-246; 336-337.
- Reynolds, C., Livingston, R., and Willson, V. *Measurement and Assessment*, 2nd ed. Boston: Pearson. pp. 195-221.

**Sessions**

- Session 1: Inference (OL)
- Session 2: Item Construction (OL)
- Session 3: Item Procurement (OL)
- Session 4: Assessment Blueprint (OL)
- Session 5: Assessment Construction (OL)
- Session 6: Putting It All Together (IP)

**Hours Total (OL)**

6.75 (4.25) + AP

**Module Title**

TC-122: Introducing New Material, Fall 1

**Module Summary**

Introducing new material to your students is more than just “bestowing knowledge.” Great teachers find the *best* ways to deliver material and proactively *avoid* confusion; they're clear and concise in order to ensure that their students understand.

In this module, you'll learn a step-by-step process for planning and delivering clear and "sticky" introductions to new material (INM). First, you'll set a vision for student mastery. Then, you'll learn how to choose an effective instructional delivery method that aligns with the type of material you're introducing. Finally, you'll learn and *practice* delivering new material with clarity and concision. You'll walk out of your in-person session with feedback from your colleagues, and with next steps for improving your introduction of new material.

**Module Goal(s)**

- The teacher will employ a variety of effective instructional delivery methods (NCTM 3c)
- The teacher will identify and address potential student misconceptions or confusion
- The teacher will use clear and concise speech

**Module Assessment**

The teacher will submit (1) a written lesson vision, (2) a written video analysis, (3) a 4-6 minute video clip showcasing introduction to new material, and (4) the lesson plan to accompany the video.

**Selected Readings**

- Heath, C. & Heath D. (2010). *Made to stick*. New York: Random Rouse.
- Heath, C. & Heath D. (2010). *Teaching that sticks*. pp. 1-11
- Saphier, J., Haley-Speca, M., & Gower, R. (2008). *The Skillful Teacher*. Acton, MA: Research for Better Teaching. pp. 171-190.

### Sessions

Session 1: Effective Introduction to New Material (OL)  
 Session 2: Instructional Delivery Methods (OL)  
 Session 3: Anticipating Misconceptions and Confusion (OL)  
 Session 4: Clear Speech (OL)  
 Session 5: Putting It All Together (IP)

### Hours Total (OL)

5.5 (3) + AP

### Module Title

MATH-110: Introduction to Secondary Math Teaching, Fall 1

### Module Summary

How should you teach ratios and equations together? Do your students need to know how to find period shifts in trigonometric functions? How do you know what content to focus on for the grade level you teach? What, besides math content, are you responsible for teaching in a math classroom? How much content can you teach in a single day? In order to answer these questions, you must first understand both the mathematics content and the progression of learning that leads students to master this content. In this module, you will analyze the Common Core State Standards for Mathematics (CCSSM), which describe the mathematics content students should learn and the habits of mind they should develop as they progress through school. You will also learn how to write effective daily objectives that reflect the rigor, coherence, and focus of the CCSSM. Finally, you will learn how mathematical literacy and metacognition are reflected in the CCSSM's Standards for Mathematical Practice (SMP), and you will be introduced to some strategies you can use to build these practices with your students. By the end of this module, you will have the tools necessary to write CCSSM-aligned objectives to drive learning in your classroom.

### Module Goal(s)

- The teacher develops an effective long-term curriculum plan (NTCM 3a)
- The teacher drafts a week's worth of strong daily objectives that are aligned to standards

### Module Assessment

For this assessment, you will submit a scope and sequence of standards for at least half of the school year and a week's worth of standards-aligned learning objectives, as well as a short rationale for both.

Your scope and sequence should show how standards are grouped into units, including how standards are ordered within a unit and the amount of time spent on each standard in a unit. Your scope and sequence should include a rationale describing how your plan aligns to the major work of the grade.

Your work will be assessed on the following criteria:

Scope & Sequence:

Does your scope and sequence show the identification of standards and the groupings in which they will be taught for at least half a year of instruction?

Do you provide a strong rationale for how your scope and sequence aligns to the major work of your grade level?

Learning Objectives:

Does each of your learning objectives include a clear and appropriate skill, concept, context, and "by" statement?

As a set, are the concepts of your learning objectives aligned to the identified CCSSM cluster or domain, and are the contexts of your learning objectives aligned to the identified CCSSM standard(s)?

Do you provide a strong rationale for how your learning objectives support connected learning experiences that deepen students' understanding over time?

Content Knowledge:

Throughout your work, do you convey content knowledge accurately?

### Selected Readings

- Council of Chief State School Officers & National Governors Association Center for Best Practices. (2010). *The common core state standards for mathematics*. Washington, D.C
- Educators Evaluating the Quality of Instructional Products. (2014). *Equip rubric for lessons & units: Mathematics*.
- Kilpatrick, J., Swafford, J., & Findell, B. (2001). *Adding it up: Helping children learn mathematics*. (pp. 115-118). Washington, DC: National Academy Press.
- Math Works. (2014). *Math's double standard*. Achieve, Inc. Washington, D.C.
- Moses, R. P., & Cobb, C. E. (2001). *Radical equations: Civil rights from Mississippi to the algebra project*. (pp. 5-14). Boston, MA: Beacon Press.
- National Center for Education Statistics. (2013). *U.S. states in a global context: Results from the 2011 NAEP-TIMSS linking study* (NCES 2013-460). (pp. 2-3, 14-17). Washington D.C.: Institute of Education Sciences, U.S. Department of Education.
- National Council of Teachers of Mathematics. (2014). *Principles to action: Ensuring mathematical success for all*.
- Partnership for Assessment of Readiness for College and Careers. (2012). *Math sample problem: HS functions*.
- Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review*, 78(1), 40-59,279.
- Student Achievement Partners. (2013). *Common core state standards shifts in mathematics*.

### Sessions

Session 1: Mathematics as a Civil Rights Issue  
Session 2: Introduction to Math Standards  
Session 3: Standards Sequencing and Analysis  
Session 4: Standards for Mathematical Practice  
Session 5: Strong Learning Objectives  
Session 6: Practice Assessment  
Session 7: Differentiated Workshops

### Hours Total (OL)

14 (5)

### Literacy Hours

4 hours

### Module Title

MATH-111: Rigorous Mathematical Tasks, Fall 1

### Module Summary

What makes a task aligned to the Common Core State Standards for Mathematics (CCSSM)? What are the components of a rigorous mathematical task? In order to answer these questions, in this module you will analyze various mathematical tasks through three lenses: conceptual understanding, procedural fluency, and application. You will then learn how to assess the strength of given mathematics tasks, using alignment and rigor as benchmarks. During this process, you will work to identify potential student misconceptions, and will develop strategies to effectively preempt and address these misconceptions in your instruction. By the end of this module, you will be able to clearly articulate what a mathematical task is measuring and how it meets criteria for rigor, to identify and plan for potential misconceptions related to a given task, and to reflect on student work on mathematical tasks.

### Module Goal(s)



- The teacher effectively identifies and provides rationale for task alignment to standards (NCTM 3b, NCTM 3e)
- The teacher effectively annotates the tasks for evidence of rigor and criteria for success (NCTM 3f)
- The teacher effectively identifies different levels of mastery for given tasks (NCTM 3f, 3g)
- The teacher provides effective feedback for students
- The teacher demonstrates knowledge about aspects of secondary math
- Overall, the teacher effectively selects, modifies, and analyzes student work on rigorous CCSSM aligned tasks

### Module Assessment

Teachers will submit annotated Common Core State Standards for Mathematics aligned assessment tasks. Also, teachers will submit annotated samples of student work on the given assessment items and tasks.

### Selected Readings

- Common Core Standards Writing Team. (2011). *Progressions for the Common Core State Standards in Mathematics*. Grade 6-8, expressions and equations. Tucson, AZ: Institute for Mathematics and Education, University of Arizona.
- Council of Chief State School Officers (2013). *Publisher's criteria for the common core state standards for mathematics*.
- Dunston, P. J., & Tyminski, A. M. (2013). What's the Big Deal about Vocabulary?. *Mathematics Teaching in the Middle School*, 19(1), 38-45.
- Ginsburg, D. (2012, July 16). Procedural fluency: More than memorizing math facts. *Education Week*.
- Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement*. 2nd ed. Portland, ME: Stenhouse Publishers.
- Hope, J. A., Reys, B., & Reys, R. E. (1988). *Mental math in junior high*. New York: Dale Seymour Publications.
- Kilpatrick, J., Swafford, J. & Findell, B. (2001). *Adding it up: Helping children learn mathematics*. Washington, DC: National Academies Press.
- National Council of Teachers of Mathematics (2014). *Principles to actions: Ensuring mathematical success for all*. (pp. 48-56). Reston, VA
- National Governors Association, Council of Chief State School Officers, Achieve, Council of the Great City Schools, National Association of State Boards of Education. (2013). *High school publishers' criteria for the common core state standards for mathematics*.
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *The common core state standards for mathematics*. Washington, D.C.
- Rubenstein, R.N. (2007). Focused Strategies for Middle-Grades Mathematics Vocabulary Development. *Mathematics Teaching in the Middle School*, 13(4), 200-207.
- Smarter Balanced Assessment Consortium. *Mathematics sample task #43058: Decibels*.
- Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers*. (pp. 26-29). Portland, ME.: Stenhouse.
- Van de Walle, J. (2004). *Elementary and middle school mathematics: Teaching developmentally* (5th ed.). Boston, MA: Allyn and Beacon.
- Ma, L. (2010). *Knowing and teaching elementary mathematics: Teachers' Understanding of Fundamental Mathematics in China and the United States* (2nd ed.). (pp. 121). New York, NY: Routledge.
- Hull, T., Miles, R., Balka, D. (2014) *Realizing Rior in the Mathematics Classroom* (1st ed). Thousand Oaks, CA: Corwin.

### Sessions

1. Mathematical Rigor (OL, 1.25 hr)
2. Conceptual Understanding (OL, 1.25 hrs)
3. Evaluating Conceptual Understanding (IP, 4.5 hrs)



<ol style="list-style-type: none"> <li>4. Procedural Fluency (OL, 1.25 hrs)</li> <li>5. Evaluating Procedural Fluency (IP, 4.5 hrs)</li> <li>6. Application Tasks (OL, 1.25)</li> <li>7. Comparing Tasks (OL, 0.75 hrs)</li> <li>8. Vocabulary Instruction in Mathematics (OL, 1.5 hrs)</li> <li>9. Evaluating Mathematical Application Tasks (IP, 4.5 hrs)</li> </ol>
<b>Hours Total (OL)</b>
20.75 (7.25)
<b>Literacy Hours &amp; Connections</b>
<p>5 hours:</p> <ul style="list-style-type: none"> <li>• Reading of tasks</li> <li>• Vocabulary instruction &amp; practice</li> <li>• Annotation</li> </ul>

<b>Module Title</b>
SOP-105: The Together Teacher, Fall 1
<b>Module Summary</b>
In this module, you will examine the purpose of planning ahead, determine one best place to keep your time and to-dos, and reflect on how your personal organization system interacts with your day-by-day practices. You will learn specific techniques to help you plan your flexible time, create one comprehensive calendar from many, separate your to-dos into short- and long-term items, record your various thoughts as they come up, and efficiently capture meeting and PD notes. You will also learn benefits and drawbacks of various organization tools, which should help you select the best ones for you in order to create/improve a tool of your own.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will describe a pre-The Together Teacher organizational tool and identify what needs to be improved</li> <li>• The teacher will improve one organizational tool</li> </ul>
<b>Module Assessment</b>
Teachers will describe a tool from their current organizational system that they would like to improve (or create) and then, using insights from this module, improve (or create) the tool.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Froschauer, Linda. (2010). <i>The frugal science teacher, PreK-5: strategies and activities</i>. Danvers, Ma: National Science Teachers Association, pp. 21-40; 51-90.</li> <li>• Heyck-Merlin, M. (2012). <i>The Together Teacher</i>. San Francisco, CA: Jossey Bass. pp. 32-36; 60-66; 80-82; 102-108; 120-124; 144-152</li> </ul>
<b>Sessions</b>
<p>Session 1: Weekly/Daily Worksheets</p> <p>Session 2: Comprehensive Calendar</p> <p>Session 3: Upcoming To-Do Lists</p> <p>Session 4: Thought Catchers</p> <p>Session 5: Meeting &amp; PD Notes</p> <p>Session 6: Weekly Round-Up</p>
<b>Hours Total (OL)</b>
6.25 (6.25)

<b>Module Title</b>
SOP-111: Exploring Teacher Identity, Fall 1

<b>Module Summary</b>
<p>Who are you? What defines you? And how do your ideas about your own identity compare to the ways in which members of your school community — students, families, colleagues, etc. — might perceive you? This module acknowledges the importance of identity and the power of perception and is intended to support you in reflecting on the connection between self and other people.</p> <p>In this module, you will explore your personal identity markers (e.g., race, class) in the context of your role as a teacher of your students, and you will reflect upon a bias or commonly held belief you bring to your teaching. You will also learn about interlocking systems of oppression and reflect upon the implications of these systems for your teaching practice. In the final in-person session, you'll have the chance to practice a debiasing technique – perspective taking – through role-playing crucial conversations with members of your school community.</p> <p>Your module assessment is a two- to four-page, double-spaced reflection on identity and bias.</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will explore the significance of (at least) one of her identity markers in the context of her role as a teacher of her students</li> <li>• The teacher will name one of her own race- or class-related biases or commonly held beliefs and make explicit connections to her identity, culture, or experiences</li> <li>• The teacher will propose observable ways to self-monitor and unlearn her bias or commonly held belief</li> </ul>
<b>Module Assessment</b>
<p>Teachers will write a reflection discussing their learning regarding identity and bias.</p>
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Aronson, J. (2008). Knowing Students as Individuals. In M. Pollock (Ed.), <i>Everyday Antiracism</i> (pp. 67 - 69). New York: The New Press.</li> <li>• Berlak, A. &amp; Moyenda, S. (2001). <i>Taking it personally: Racism in the classroom from kindergarten to college</i>. Philadelphia, PA: Temple University Press.</li> <li>• Delpit, L. (2012). <i>“Multiplication is for white people:” Raising expectations for other people’s children</i>. New York: The New Press.</li> <li>• Freire, P. (2000). <i>Pedagogy of the oppressed</i>. New York: Continuum.</li> <li>• Howard, G. (2006). <i>We Can't Teach What We Don't Know: White Teachers, Multiracial Schools</i>. New York: Teachers College Press.</li> <li>• Lorde, A. (1995). “Age, race, class, and sex: Women redefining difference.” In P. Rothenberg (ed.), <i>Race, class, and gender in the United States: An integrated study</i>, 3d ed, 445-51. New York: St. Martin’s Press.</li> <li>• Noguera, P. (2008). <i>The trouble with black boys: Essays on race, equity, and the future of public education</i>. San Francisco: Jossey-Bass.</li> <li>• Perry, T., Steele, C., &amp; Hilliard, A.G. (2003). <i>Young, gifted, and black: Promoting high achievement among African-American students</i>. Boston: Beacon Press.</li> <li>• Steele, C. (2003). Stereotype Threat and African-American Student Achievement. In <i>Young, Gifted, and Black: Promoting High Achievement Among African-American Students</i> (pp. 109-130). Boston: Beacon Press.</li> <li>• Tajfel, H. and Turner, J. C. (1986). The social identity theory of inter-group behavior. In S. Worchel and L. W. Austin (eds.), <i>Psychology of intergroup relations</i>. Chicago: Nelson-Hall.</li> <li>• Tatum, B. D. (2003). <i>“Why are all the black kids sitting together in the cafeteria?” A psychologist explains the development of racial identity</i>. Basic Books.</li> <li>• <i>White teacher/diverse classrooms: Creating inclusive schools, building on students’ diversity, and providing true educational equity (2<sup>nd</sup> edition)</i>. (2011). Stylus Publishing.</li> </ul>
<b>Sessions</b>
<p>Session 1: Setting the Stage (OL)</p>

Session 2: Exploring Identity (OL)
Session 3: Bias as Norm (IP)
Session 4: Interlocking Systems of Oppression (OL)
Session 5: Perspective Taking in Crucial Conversations (OL)
<b>Hours Total (OL)</b>
8 (3)

<b>Module Title</b>
SOP-101: The First Month of Teaching, Fall 1
<b>Module Summary</b>
The first month of teaching and the first month of school are momentous times! This module is a celebration of what about your teaching so far makes you proud, but also addresses areas where you want to improve. It is also a chance to practice setting up your camera, gathering classroom footage, and uploading to the Course Platform. In the future, you will be able to look back at this footage to see how much you've grown and reflect on your first month of teaching.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>The teacher will reflect on her instructional practice during the first month of teaching</li> </ul>
<b>Module Assessment</b>
Teachers will upload a video and reflection from the first month of teaching
<b>Selected Readings</b>
N/A
<b>Sessions</b>
Assessment only; no sessions associated with this module.
<b>Hours Total (OL)</b>
0.5 (0)

<b>Module Title</b>
SOP-112: Knowing Students, Families, and Schools, Fall 1
<b>Module Summary</b>
In this module, you will learn about the importance of building relationships with your students and their families, and you'll learn ways to structure relationship-building opportunities into your practice. For your module assessment, you will document how you are using your learning about relationship-building to build new relationships or strengthen existing relationships with students and/or families.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>The teacher demonstrates intentionality in her approach to relationship-building</li> <li>The teacher shares documentation of the relationship-building strategy she implements, and she reflects upon the impact of that strategy</li> </ul>
<b>Module Assessment</b>
Teachers will create a plan for building and maintaining relationships with students and families
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>Bryk, A.S. &amp; Schneider, B. (2002). <i>Trust in schools: A core resource for improvement</i>. New York: Russell Sage Foundation.</li> <li>Cameron, C. A., &amp; Lee, K. (1997). <i>Bridging the gap between home and school with voicemail technology</i>. Journal of Educational Research, 90(3), pp. 182-191.</li> <li>Comer, J. (1987). New Haven's school-community connection. <i>Educational Leadership</i>, 44(6), pp. 13-16.</li> <li>Cozzarelli, C., Wilkinson, A., Tagler, M. (2001). <i>Attitudes toward the poor and attributions for poverty</i>. Journal of Social Issues, 57(2), pp. 257-259.</li> <li>Graham-Clay, S. (2005). <i>Communicating with parents: Strategies for teachers</i>. School Community Journal,</li> </ul>

15(1), pp. 117-129.

- Gregory, A and Ripski, M. (2008.) Adolescent trust in teacher: Implications for behavior in the high school classroom. *School Psychology Review*, 37 (3): pp. 337-353
- Gustafson, C. (1998). *Phone home*. Educational Leadership, 56(2), pp. 31-32.
- Harvard Family Research Project. (2000). *A model for family-school-community partnerships*. DeWitt Wallace-Reader's Digest Fund.
- Lott, B. (2001). *Low-income parents and public schools*. Journal of Social Issues, 57(2), pp. 247-259.
- Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms. *Theory Into Practice* , pp. 132-141.
- Noguera, P. A., & Wing, J. Y. (Eds.). (2006). *Unfinished Business: Closing the Racial Achievement Gap in our Schools*. San Francisco: Josey-Bass. (Selected readings.)
- Patterson, K., Grenny, J., McMillan, R, & Switzler, A. (2011.) *Crucial conversations: Tools for talking when stakes are high*. New York: McGraw-Hill. pp.1-16.
- Redding, S., Murphy, M., & Sheley, P., Eds. (2011). Handbook on family and community engagement. Lincoln, IL: Academic Development Institute.
- Sebring, P.B., Allensworth, E., Bryk, A., Easton, J., & Luppescu, S. (2006). *The essential supports for school improvement*. Chicago, IL: Consortium on Chicago School Research at the University of Chicago.
- SEDL. (2014). "Partners in education: A dual capacity-building framework for family-school partnerships." SEDL
- Teaching Tolerance: A Project of the Southern Poverty Law Center. (2014). Family engagement.
- Thomas, A.F. (2011). *Know thy students – including my daughter*. *Middle Ground*, 15(1), pp. 19-20.
- University of Pennsylvania Graduate School of Education. (2014). Succeeding in the city: A report from the New York City Black and Latino Male High School Achievement Study. The Trustees of the University of Pennsylvania.
- Warren, M.R., Hong, S., Rubin, C.L., & Uy, P.S.. (2011). Beyond the bake sale: A community-based relational approach to parent engagement in schools. *Teachers College Record*, 111(9), pp. 2209-2254.

### Sessions

Session 1: The Value of Relationships (OL, 1 hour)

Session 2: Creating Opportunities to Build Relationships (OL, 1.5 hours)

Session 3: Mindsets and Misconceptions (OL, .5 hours)

### Hours Total (OL)

3 + AP

<b>Module Title</b>
CC-112: Classroom Management, Fall 1
<b>Module Summary</b>
<p>Classroom management is one of the most important and most challenging aspects of teaching. The ultimate goal of classroom management is student success and learning. In order to learn and succeed academically, students need to feel safe in the classroom. To feel safe, they need assurances that from day to day there will be a consistency on which they can rely.</p> <p>Your classroom management in the moment, in conjunction with routines and procedures and a well-planned classroom-management system, helps provide that structure. In this module, you will learn how to ready yourself for management, set precise expectations for your students, reinforce those expectations, and respond consistently when student behavior is detracting from student success and learning.</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will develop foundational skills for creating a calm, positive, and productive classroom culture</li> <li>• The teacher will clearly communicate precise expectations to students</li> <li>• The teacher will reinforce expectations</li> <li>• The teacher will respond consistently to behavior using appropriate corrective actions</li> <li>• The teacher will manage in a way that is developmentally appropriate for the students in the room (NCTM 4a)</li> </ul>
<b>Module Assessment</b>
Teachers will be observed, via in-person observation, showing effective classroom management
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Canter, L. (2006). <i>Classroom Management for Academic Success</i>. The Behavior Management Cycle. Solution Tree Press. Bloomington, IN.</li> <li>• Olsen, B. (2008) How Reasons for Entry into the Profession Illuminate Teacher Identity Development.</li> <li>• Ware, F. (2006) Warm Demander Pedagogy: Culturally Responsive Teaching that Supports a Culture of Achievement for African American Students. Sage Publications.</li> <li>• Saphier, J., Haley-Speca, M. A., &amp; Gower, R. R. (2008). <i>The skillful teacher, building your teaching skills</i>. (6th ed.). Acton, MA: Research for Better Teaching. pp. 89-108</li> </ul>
<b>Sessions</b>
<p>Session 1: Ready Yourself (OL)  Session 2: Set Expectations (OL)  Session 3: Reinforce Expectations (OL)  Session 4: Ready, Set, Reinforce, Practice (IP)  Session 5: Respond Consistently (OL)  Session 6: Respond Practice (IP)</p>
<b>Hours Total (OL)</b>
8 (3) + AP

<b>Module Title</b>
CC-113: The First Minutes, Fall 1
<b>Module Summary</b>
<p>First impressions matter. They set the tone for an interaction and stick with you long after the interaction ends. The way you greet your students, the procedures you establish for entering the classroom, the first activity students complete, the way you begin a new lesson — each day, the first few minutes of class send</p>

<p>students a strong message about what their experience in your room will be like.</p> <p>In this module, you'll learn how to greet students warmly while reinforcing expectations, as well as how to kick off the lesson in a way that is focused, meaningful, and engaging. The first four sessions of this module are online and, in them, you will learn several techniques and strategies for making the most of the first few minutes of class. Then, in the fifth and final in-person session, you'll practice what you've learned. The module culminates with a video assessment for the first few minutes of your class.</p>
<p><b>Module Goal(s)</b></p> <ul style="list-style-type: none"> <li>• The teacher will implement "Threshold" by positioning herself strategically, greeting students warmly, and reinforcing expectations</li> <li>• The teacher will plan and implement an effective "Do Now," communicate the expectation that students start immediately, and use students' responses to further the lesson</li> <li>• The teacher will frame the big picture of the lesson and activate current knowledge</li> <li>• The teacher will hook students by engaging them and investing them in the objective</li> </ul>
<p><b>Module Assessment</b></p> <p>For this module's assessment, you will submit an un-edited, continuous 10-minute video of classroom entry and the lesson opening along with the assessment template.</p>
<p><b>Selected Readings</b></p> <ul style="list-style-type: none"> <li>• Lemov, Doug (2010). <i>Teach Like a Champion</i>. San Francisco, CA: Jossey Bass. pp. 152-153; 167-177; 197-199.</li> <li>• Saphier, J., Haley-Speca, M. A., &amp; Gower, R. R. (2008). <i>The skillful teacher, building your teaching skills</i>. (6th ed.). Acton, MA: Research for Better Teaching. pp. 162-168.</li> </ul>
<p><b>Sessions</b></p> <p>Session 1: Classroom Entry (OL)          Session 2: Framing and Activating (OL)          Session 3: The Hook (OL)          Session 4: Variations (OL)          Session 5: Practice (IP)</p>
<p><b>Hours Total (OL)</b></p> <p>6.25 (3.75)</p>

<p><b>Module Title</b></p> <p>CC-120: Engaging Everybody, Fall 1</p>
<p><b>Module Summary</b></p> <p>It's not enough for students to be attentive to directions or engaged "in class;" it's engagement <i>in the learning experiences</i> that counts. According to Saphier, Haley-Speca, and Gower in <i>The Skillful Teacher</i> (2008), "Focusing student attention on learning experiences is perhaps the most fundamental management challenge a teacher faces daily, hourly, and moment-to-moment in any classroom" (p. 19).</p> <p>In this module, you will learn about five techniques that will help you engage all your students in key learning experiences throughout your lessons: "Wait Time," "Cold Call," "Call and Response," "Everybody Writes," and "Turn and Talk." At the close of the module, you will be assessed on your ability to effectively engage students in your classroom learning experiences.</p>
<p><b>Module Goal(s)</b></p> <ul style="list-style-type: none"> <li>• The teacher will effectively select and execute strategies for engaging every student in the classroom learning experiences</li> </ul>
<p><b>Module Assessment</b></p> <p>The teacher will demonstrate the effective execution of techniques from this module through submission of a single, edited video "highlight reel" and a video commentary.</p>
<p><b>Selected Readings</b></p> <ul style="list-style-type: none"> <li>• Axelson, R. D., &amp; Flick, A. (2010). Defining student engagement. <i>Change: The Magazine of Higher</i></li> </ul>

*Learning*, 43(1), pp. 38-43.

- Bartholomew, B. (2007). *Why we can't always get what we want*. *The Phi Delta Kappan*, 88(8), pp. 593-598.
- Corso, M., Bundick, M., Quaglia, R., & Haywood, D.E. (2013). Where student, teacher, and content meet: Student engagement in the secondary school classroom. *American Secondary Education*, 41(3), pp. 50-61.
- Lemov, D. (2010). *Teach Like a Champion*. San Francisco, CA: Jossey-Bass. pp. 111-141
- Rowe, M. B. (1986). Wait times: Slowing down may be a way of speeding up. *Journal of Teacher Education*, 37(1), pp. 43-50.
- The College Board. (2003). The Neglected "R:" The Need for a Writing Revolution. College Entrance Examination Board.
- Tyson, M.E.J. & Desai, S. (2012). "God gave us two ears and one mouth for a reason:" Building on cultural wealth through a call-and-response pedagogy. *International journal of multicultural education*. 14(3), pp. 1-17.

### Sessions

Session 1: "Wait Time" (OL)

Session 2: "Cold Call" (OL)

Session 3: "Call and Response" (OL)

Session 4: "Everybody Writes" (OL)

Session 5: "Turn and Talk" (OL)

Session 6: Putting It All Together (OL)

Session 7: Practice (IP)

### Hours Total (OL)

12 (9.5) + AP



# Spring 1

<b>Module Title</b>
TC-102: Using Data to Drive Instruction, Spring 1
<b>Module Summary</b>
<p>The 2002 Oakland Athletics baseball team finished first in their league despite having one of the lowest team salaries in Major League Baseball, and despite losing three of their big-name players to higher-paying teams. How did this team have such a successful year given these obvious disadvantages? If you've read Michael Lewis' bestselling book <i>Moneyball</i>, you'll know it was all about data. Rather than relying merely on gut instincts to select players, Beane and his management team relied on key data to guide their decision-making. They filtered through mounds of information to leverage only those essential data that were indicators of success for leading their team. The result? The team was a huge success, and many other MLB teams soon began replicating Beane's approach.</p> <p>Like the managers of the Oakland A's, in this module you will sift through a large volume of student achievement data to identify the corresponding action steps that will lead your team (students) to greater success. You will learn the skills needed to successfully analyze and respond to your own data. Using case-study work samples, you will <i>analyze</i> sample data at the whole-class, standard, question, and student levels. You will also identify common data-analysis pitfalls, and will learn concrete strategies for avoiding those pitfalls. In your second session, you will learn how to <i>respond</i> to a set of student-achievement data. Using the same case-study work samples, you will identify common pitfalls of data-driven action plans and concrete strategies for avoiding those pitfalls. You will learn effective strategies for re-teaching, reviewing, and individual student intervention. Game on!</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will analyze student-achievement data to identify strengths and growth areas (NCTM 3g,NCTM 5c)</li> <li>• The teacher will create a four-week instructional in response to student-achievement data (NCTM 3g,NCTM 5c)</li> </ul>
<b>Module Assessment</b>
Graduate students will write a data-driven action plan and submit accompanying student-achievement data, screenshots of SGA analytics (if applicable), and the annotated unit assessment
<b>Selected Readings</b>
N/A
<b>Sessions</b>
Session 1: Analyzing Data (IP) Session 2: Responding to Data (IP)
<b>Hours Total</b>
5 (0) + AP

<b>Module Title</b>
TC-121: Checking for Understanding, Spring 1
<b>Module Summary</b>
<p>“Any questions?” “Get it?” “Right?” “Make sense?”</p> <p>As a K-12 student, how often did you hear these prompts and others like them? Are you ever tempted to ask similar questions of your students?</p> <p>Great teachers know that it's what students learn, not what the teacher teaches, that determines their</p>

students' success, but it can be challenging to measure student learning effectively "in the moment." Prompts like those above represent attempts — ineffective attempts, but attempts nonetheless — to formatively assess students' knowledge and skills. In other words, these prompts represent good intentions to get a pulse on student learning *before* the conclusion of the unit or lesson so that the teacher can improve her own instruction and provide students with meaningful feedback.

But you can do so much better.

In this module, you will deepen your understanding of why we check for understanding, learn and practice methods for checking for understanding effectively "in the moment," and learn and practice ways of adjusting your instruction after checking so that your students are learning *more* every minute of every day.

#### Module Goal(s)

- The teacher will use effective questioning strategies to gather real-time data on student learning
- The teacher will adjust instruction effectively in response to collected data (NCTM 3f, NCTM 3g, NCTM 6b)

#### Module Assessment

The teacher will submit (1) a video clip showcasing a questioning strategy, an adjustment strategy, and a written reflection

#### Selected Readings

- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education*, 5(1), pp. 7-74
- Brewster, C., Fager, J., & Northwest Regional Educational Laboratory. (2000). *Increasing student engagement and motivation: From time-on-task to homework*. Portland, Or: Northwest Regional Educational Laboratory. (Selected readings.)
- Cazden, C. B. (1988). *Classroom discourse: The language of teaching and learning*. Portsmouth, NH: Heinemann.
- Fisher, D. & Frey, N. (2007.) *Checking for understanding: formative assessment techniques for your classroom*. ASCD: Alexandria, VA.
- Fuchs, L.S. & Fuchs, D. (1986). *Effects of systematic formative evaluation: a meta-analysis*. *Exceptional Children*, 53(3), pp. 199 – 208.
- Lemov, D. (2010). *Teach like a champion*. San Francisco, CA: Jossey-Bass. pp. 88-92
- Popham, W.J. (2008). Formative assessment: Seven stepping stones to success. *Principal Leadership*, 9(1), pp. 16.
- Reichert, M. (2010). *Reaching boys, teaching boys: Strategies that work and why*. New York: Jossey-Bass. (Selected readings.)
- Rowe, M.B. (1987). "Wait Time: Slowing Down May Be a Way of Speeding Up." *American Educator*, 11 (1), pp. 38-43, 47.
- Saphier, J., Haley-Speca, M., Gower, R. (2008). *The skillful teacher: Building your teaching skills*. Acton: Research for Better Teaching. pp. 194.
- Stiggins, R. (1999). *Assessment, student confidence, and school success*. *The Phi Delta Kappan*. 81(3), pp. 191-198.
- Wiliam, D. (2011). *Embedded formative assessment*. Solution Tree Press: Bloomington, IN.

#### Sessions

Session 1: Checking for Understanding (OL)  
 Session 2: Practice Checking (IP)  
 Session 3: Peer Review (OL)  
 Session 4: Adjusting Instruction (OL)  
 Session 5: Practice Adjusting (IP)

#### Hours Total (OL)

<b>Module Title</b>
MATH-112: Strong Mathematical Questioning, Spring 1
<b>Module Summary</b>
How is one's understanding of the slope of linear equations affected by one's understanding of proportional relationships and ratios? Is there a difference between asking a student "How does one-half compare to two-fourths?" and requesting that he "Explain the relationship between one-half and two-fourths?" In this module, you will learn the fundamentals of ratios and proportional relationships, as well as how they build from an understanding of fractions and extend to understanding rates of change – key mathematical concepts that are central to secondary math education. You will have an opportunity to engage with ratio and proportion content that spans all grade levels from grade 5 through high school. You will also develop a skill that is critical for effective inquiry-based lessons: questioning. Specifically, you will learn what makes for a good question in a mathematics class, how to leverage the practice standards in crafting questions, write effective questioning sequences, and how to respond to student questions with additional questions. All this will be done within the context of ratios, proportional relationships, and rate of change as anchor content, while also exploring the connections to practice standards. By the end of this module, you will understand the essential mathematical concepts behind ratios, proportions, and rate of change, and you will be prepared to plan and execute an effective mathematical questioning sequence in your class.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher demonstrates content knowledge of ratios and proportional relationships by correctly answering multiple-choice items</li> <li>• The teacher plans and implements a questioning sequence that increases students' engagement with, proficiency in, and understanding of mathematical content (NCTM 3d, NCTM 3e)</li> <li>• The teacher is able to reflect on how precise mathematical language and effective questioning techniques impact student learning in her classroom (NCTM 2d)</li> <li>• The teacher is able to effectively elicit student communication about mathematics (NCTM 3d)</li> <li>• The teacher demonstrates knowledge about aspects of secondary math (NCTM 2a, NCTM 2b, NCTM 2c, NCTM 2d, NCTM 2d, NCTM 2e, NCTM 2f)</li> </ul>
<b>Module Assessment</b>
Teachers will submit a questioning sequence (related to fractions, ratios, or proportional relationships, if possible) and a 3-5 minute video of the execution of the questioning sequence.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Common Core Standards Writing Team. (2013, July). <i>Progressions for The Common Core State Standards in Mathematics (draft). High school, Modeling</i>. Tucson, AZ: Institute for Mathematics and Education, University of Arizona.</li> <li>• Lamon, S. J. (2012). <i>Teaching fractions and ratios for understanding: Essential content knowledge and instructional strategies for teachers</i> (3rd ed.). New York: Routledge.</li> <li>• Ratios: Unbound. A Guide to Grade 6 Mathematics Standards. Unbounded Mathematics Guide. 2016</li> <li>• O'Connell, S., &amp; SanGiovanni, J. (2013). Exploring standard 6: Attend to precision. In <i>Putting the practices into action: Implementing the Common Core Standards for Mathematical Practice K-8</i> (pp. 91-105). Heinemann: Portsmouth, NH.</li> <li>• Bush, S. B., Karp, K. S., &amp; Dougherty, B. J. (2014). 13 rules that expire. <i>Teaching Children Mathematics</i>, 21(1), 18-25.</li> <li>• Lobato, J., Ellis, A.B., Charles, R. I., Zbiek, R. M. (2010). <i>Developing essential understanding of ratios, proportions, and proportional reasoning for teaching mathematics in grades 6-8</i>. Reston, VA: National Council of Teachers of Mathematics</li> </ul>
<b>Sessions</b>

<ol style="list-style-type: none"> <li>1. Understanding Ratios &amp; Proportions (OL, 3.25 hrs)</li> <li>2. Questioning: A Key Lever for Inquiry (OL, 1.5 hrs)</li> <li>3. Models, Questioning, &amp; Proportions and Standards for Mathematical Practice (IP, 4.5 hrs)</li> <li>4. Content Knowledge Assessment (OL, 0.5 hrs)</li> <li>5. Peer Review: Questioning in Action (OL, 1.5 hrs)</li> <li>6. Verbal Communication in Mathematics (OL, 1.75 hrs)</li> <li>7. Precise Communication with Ratios &amp; Proportions (IP, 4.5 hrs)</li> </ol>
<b>Hours Total (OL)</b>
17.5 (8.5)
<b>Literacy Hours &amp; Connections</b>
12 hours: <ul style="list-style-type: none"> <li>• Understanding precision in mathematics as strong communication</li> <li>• Practice with teaching students precise vocabulary and verbal communication</li> </ul>

<b>Module Title</b>
MATH-113: Expressions to Functions: Process & Proficiency through Math Dialogue, Spring 1
<b>Module Summary</b>
<p>What does <math>3x + 1</math> actually represent? How do you define solutions to equations? Is “the function machine” a good way of introducing students to functions? In this module, you will learn the fundamentals of expressions, equations, and functions, paying particular attention to mathematically sound definitions and explanations associated with these topics. In the secondary grades, students begin to work extensively in abstract representations, building their algebraic skills. Understanding this content and the best practices for engaging students with it is critical for all secondary math teachers. You will explore this content while learning how to execute math dialogue, a particular technique for content delivery and student engagement. This technique builds on your prior experience with questioning and continues to lay the foundation for building inquiry-based lessons. The structure and strategies for dialogues are based on the framework from 5 practices for orchestrating productive mathematics discussions, Smith and Stein (2001). Within this framework, teachers learn specific strategies related to anticipating likely student responses, monitoring student work, using technology to share a sequence of student work, and strategies for connecting student answers that lead students to both conceptual understanding and procedural fluency. Following a focus on the researching, planning for and facilitating math dialogue, teachers explore strategies for differentiation and further explore the NCTM's Principles to Action. Teachers explore and practice strategies for increasing rigor and student ownership in math dialogues. By the end of this module, you will understand the essential mathematical concepts behind expressions, equations, and functions, and be prepared to plan and execute an effective math dialogue in your class.</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher demonstrates content knowledge of expressions, equations, and functions by correctly answering content-knowledge assessment items</li> <li>• The teacher effectively plans for a productive math dialogue (NCTM 3c, NCTM 3b)</li> <li>• The teacher effectively implements a math dialogue (NCTM 3d)</li> <li>• The teacher demonstrates knowledge about aspects of secondary math<sup>1</sup></li> <li>• Overall, the teacher effectively plans and implements a math dialogue</li> </ul> <p><sup>1</sup>Secondary math includes ratios and proportional relationships, the number system, expressions &amp; equations, geometry, statistics &amp; probability, and functions, in addition to relevant HS course-specific knowledge</p>
<b>Module Assessment</b>
<p>Teachers will submit a portion of a lesson plan that highlights a mathematical dialogue among students (related to expressions, equations, or functions, if possible). Teachers will also submit a 5-7 minute video of the execution of the mathematical dialogue in their classrooms. Teachers will also complete an in-person written assessment on content knowledge of expressions, equations, and functions. <b>Formative assessment for Math Assessment #3.</b></p>

Selected Readings
<ul style="list-style-type: none"> <li>• National Council of Teachers of Mathematics. (2011). <i>Developing Essential Understandings of Expressions, Equations, and Functions for Teaching Mathematics in Grades 6 – 8</i>.</li> <li>• National Council of Teachers of Mathematics. (2010). <i>Developing Essential Understandings of Expressions, Equations, and Functions for Teaching Mathematics in Grades 9-12</i>.</li> <li>• National Council of Teachers of Mathematics. (2009). <i>Promoting Purposeful Discourse: Teacher Research in Secondary Math Classrooms</i>.</li> <li>• National Council of Teachers of Mathematics. (2008). <i>Getting into the Mathematics Conversation: Valuing Communication in Mathematics Classrooms</i>.</li> <li>• Lampert, Magdalene. <i>When the Problem is not the Question and the Solution is not the Answer</i>. <u>American Educational Research Journal</u>. Vol. 27, No. 1 (Spring 1990), p. 29 – 63.</li> <li>• Smith, M. S., &amp; Stein, M. K. (2011). <i>5 practices for orchestrating productive mathematics discussions</i>. Reston, VA: The National Council of Teachers of Mathematics.</li> <li>• Smith, M. S., Hughes, E. K., Engle, R. A., &amp; Stein, M. K. (2009). Orchestrating Discussions. <i>Mathematics teaching in the middle school</i>, 14(9), 548-556.</li> </ul>
Sessions
<ol style="list-style-type: none"> <li>1. Understanding Expressions, Equations, &amp; Functions (OL, 4.75 hrs)</li> <li>2. Components of Math Dialogues (OL, 1.25 hrs)</li> <li>3. Planning Math Dialogues (IP, 4.5 hrs)</li> <li>4. Content Knowledge Assessment (OL, 0.5 hrs)</li> <li>5. From Planning to Implementation (OL, 1 hr)</li> <li>6. Implementing Math Dialogues (IP, 4.5 hrs)</li> <li>7. Peer Review: Math Dialogue in Action (OL, 1.5 hrs)</li> <li>8. Advancing Math Dialogues (OL, 0.75 hr)</li> <li>9. Advanced Planning with Math Dialogues (IP, 4.5 hrs)</li> <li>10. Content Knowledge Assessment – Retake (OL, 0 hrs)</li> </ol>
Hours Total (OL)
23.25 (9.75)
Literacy Hours & Connections
<p>19 hours:</p> <ul style="list-style-type: none"> <li>• Writing and communicating arguments and critiques</li> <li>• Reading and critiquing mathematical works</li> <li>• Continued vocabulary and reading instruction</li> </ul>

Module Title
TC-124: Student Practice, Spring 1
Module Summary
<p>It is often said that “practice makes perfect.” In reality, only “perfect practice makes perfect.” But what makes for perfect practice? By the conclusion of this module, you should be able to plan and execute effective student practice in your classroom. Before planning effective practice, you must first be clear about the type of objective your students are attempting to master because that will determine how they should practice. In the first of three online sessions, you will explore objective types. In the second online session, you will learn four key principles common across all effective student practice ("At-Bats," Gradual Release, Monitor &amp; Adjust, and Alignment to the Objective). In the final online session, you will learn concrete strategies to make student practice most effective as you gradually release responsibility for objective mastery during your student practice. In the final session, in person, you will work to improve the efficacy of your student practice through collaborative planning, role play, and exemplar video review. As your final assessment for this module, you will submit a video and any supporting materials that showcase student practice in your classroom.</p>

<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will provide “At-Bats” that are appropriate in number, type, and level of independence given the objective</li> <li>• The teacher will gradually release the cognitive work to the students</li> <li>• The teacher will monitor student learning and adjust practice accordingly (NCTM 3e)</li> <li>• The teacher will leverage practice that is aligned to the objective</li> </ul>
<b>Module Assessment</b>
Teachers will effectively execute student practice in a classroom video and supporting lesson materials. <i>This module will be assessed jointly with TC-122: Introducing New Material. Teachers’ assessments will be scored on separate rubrics.</i>
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Dean, C., Hubbell, E., Pitler, H., and Stone, B. (2012). <i>Classroom instruction that works: Research-based strategies for increasing student achievement: Second Edition</i>. Alexandria, VA: ASCD.</li> <li>• Marzano, R. (2007). <i>The art and science of effective teaching: A comprehensive framework for effective instruction</i>. Alexandria, VA: ASCD. Pp. 60-65; 72-81</li> </ul>
<b>Sessions</b>
Session 1: What’s Your Objective? (OL) Session 2: Principles of Student Practice (OL) Session 3: Strategies for Student Practice (OL) Session 4: Planning & Leading Student Practice (IP)
<b>Hours Total (OL)</b>
4.5 (3) + AP

<b>Module Title</b>
SGA-101: Year 1 Pathway, Spring 1
<b>Module Summary</b>
<p>Ever get lost? It’s the worst! It’s good to have GPS, but it’s even better to start out with a clear roadmap to get you from point A to point B. It’s no fun to try and find your way after you’ve already gotten started.</p> <p>The same rule applies to academic achievement. Teachers and students reach Ambitious Academic Goals by investing time up front to create a clear and thoughtful plan, or Pathway, and by working hard to achieve their goals throughout the school year.</p> <p>What should your Pathway include, and where do you begin? That’s exactly what this module is about. In SGA-101: Year 1 Pathway, you will learn all about The Relay GSE Pathway for Measuring Academic Achievement, a five-step process for setting and measuring meaningful Academic Goals for your students. You’ll leverage your learning from the previous module — Students, Schools and Families — to align your Pathway to your particular teaching context.</p> <p>By the end of this module, you will have started on a clear and thoughtful Pathway representing the planning, intention, and dedication needed to see your students achieve their Academic Goals by the end of the school year. You will know where your students stand, where they need to be, and what it means to get them there. Let’s begin!</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will articulate principles for measuring student achievement (NCTM 5c)</li> <li>• The teacher will create a plan to measure student learning for the year (NCTM 5a)</li> </ul>
<b>Module Assessment</b>
In this assessment, graduate students will create a plan for measuring student achievement through the



remainder of the school year.

### Selected Readings

- Bambrick-Santoyo, P. (2010). *Driven By Data*. San Francisco: Jossey Bass
- Collins, J. & Porras, J. (1997). *Built to Last*. New York: HarperCollins Publishers, Inc., pp. 94.
- Covington, M. R. (2000). "Goal Theory, Motivation, And School: Achievement: An Integrative Review," *Annual. Rev. Psychology*, pp. 51; 171–200
- Dweck, C. S. (2000). "Misconception About Self-esteem and About How to Foster It." *Self-Theories: Their Role in Motivation, Personality, and Development*. Philadelphia, PA: Psychology Press, pp. 2-4.
- Escalante, J. & Dirkmann, J. (1990). "The Jaime Escalante Math Program." *The Journal of Negro Education*. Summer: pp. 407-423.
- Farr, S. (2010). *Teaching as leadership: The highly effective teacher's guide to closing the achievement gap*. San Francisco: Jossey-Bass.
- Nisbett, R. E. (2009). *Intelligence and how to get it: Why schools and cultures count*. New York, New York: Norton. Pp. 39-56; 61-66.

### Sessions

Session 1: What's in a Number? (OL)  
Session 2: What to Measure, and for Whom? (OL)  
Session 3: The SGA Pathway (IP)  
Session 4: Measurement Principles (OL)  
Session 5: Reading Growth Tracker or Standards Mastery Tracker (OL)  
Session 6: Pathway Review (IP)

### Hours Total (OL)

7.5 (2.5) + AP

### Module Title

SGA-102: Year 1 Outcomes, Spring 1

### Module Summary

In this module, you will take the necessary steps to verify and finalize your Year 1 results. At this point, you will be prepared to submit, reflect upon, and celebrate your end-of-year outcomes. You will also reflect on how those outcomes connect to the quality of your Pathway and the strengths of your teaching practice.

### Module Goal(s)

- The teacher will verify and finalize that students demonstrate mastery of both content and the skills relevant to this content (NCTM 5a)
- The teacher will report and reflect on Year 1 student-achievement outcomes (NCTM 5c)
- The teacher will reflect on Year 1 Pathway and Year 1 teaching practice

### Module Assessment

Graduate students will complete Pathway(s) for Measuring Academic Achievement and reflect on end-of-year results.

### Selected Readings

- Bambrick-Santoyo, P. (2010). *Driven By Data*. San Francisco: Jossey Bass
- Collins, J. & Porras, J. (1997). *Built to Last*. New York: HarperCollins Publishers, Inc., pp. 94.
- Covington, M. R. (2000). "Goal Theory, Motivation, And School: Achievement: An Integrative Review," *Annual. Rev. Psychology*, pp. 51; 171–200
- Dweck, C. S. (2000). "Misconception About Self-esteem and About How to Foster It." *Self-Theories: Their Role in Motivation, Personality, and Development*. Philadelphia, PA: Psychology Press, pp. 2-4.



<ul style="list-style-type: none"> <li>Escalante, J. &amp; Dirkmann, J. (1990). "The Jaime Escalante Math Program." <i>The Journal of Negro Education</i>. Summer: pp. 407-423.</li> <li>Farr, S. (2010). <i>Teaching as leadership: The highly effective teacher's guide to closing the achievement gap</i>. San Francisco: Jossey-Bass.</li> <li>Nisbett, R. E. (2009). <i>Intelligence and how to get it: Why schools and cultures count</i>. New York, New York: Norton. Pp. 39-56; 61-66.</li> </ul>
<b>Sessions</b>
Session 1: Step 5: Verify Outcomes (OL) Session 2: Reporting and Reflecting on Year 1 Data (IP)
<b>Hours Total (OL)</b>
3.5 (1) + AP

<b>Module Title</b>
SOP-103: Integrating Elements of Effective Instruction I, Spring 1
<b>Module Summary</b>
You've reached the end of your first year at Relay GSE. Congratulations! You've taken modules in all of the Elements of Effective Instruction: Self and Other People, Classroom Culture, Teaching Cycle, and Content. Together, these elements prepare you to lead your K-12 students to academic growth.
In this module, you will produce an extended video wherein you tag a number of the instructional strategies and techniques you have learned during your first year at Relay GSE and reflect on how they've changed your practice since the beginning of the school year. This is a chance for you to celebrate your growth and to reflect on how the discrete techniques and strategies you've honed come together! It is also a chance for you to determine what goals you would like to set in order to increase your effectiveness next year.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>The teacher will reflect on her instructional practice at the end of her first year at Relay GSE</li> </ul>
<b>Module Assessment</b>
Teachers will upload a video and reflection from the end of their first year in the program
<b>Selected Readings</b>
N/A
<b>Sessions</b>
Assessment only; no sessions associated with this module — time allocation is work time for teachers to complete the assessment
<b>Hours Total (OL)</b>
2.5 (2.5)

<b>Module Title</b>
SOP-113: Reflecting on Cultural Responsiveness, Spring 1
<b>Module Summary</b>
Who are you becoming as a teacher?
This module will prompt you to reflect upon this question and others like it in your ongoing effort to become ever-increasingly socioculturally conscious — that is, to develop an understanding of your own worldview and its profound relationship to your life experiences, as mediated by a variety of factors, including your identity markers.
Your reflection will take the form of an educational autobiography, and all learning activities in the module are intended to prepare you to craft and share an educational autobiography of your own.

<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will explain the evolution of her sociocultural consciousness</li> <li>• The teacher will explain how an identity marker shaped her educational experiences</li> <li>• The teacher will explain how her evolving sociocultural consciousness impacts her students</li> </ul>
<b>Module Assessment</b>
The teacher will generate a two-to-four-page reflection on the evolution of her sociocultural consciousness in which she responds to the question "Who am I becoming as a teacher?"
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Anzaldúa, G. (1987). <i>Borderlands/LaFrñtera</i>. In Rivkin, J. &amp; Ryan, M. (Eds.), <i>Literary Theory: An Anthology</i>. Oxford: Blackwell, pp. 1017-1030.</li> <li>• Aronson, J. (2008). Knowing students as individuals. In M. Pollock (Ed.), <i>Everyday antiracism: Getting real about race in school</i> (pp. 67 - 68). New York: The New Press.</li> <li>• Banks, J.A. (1993). "Multicultural Education: Historical Development, Dimensions, and Practice." <i>Review of Research in Education</i>, 19: pp. 3-49.</li> <li>• Berger, M. (2013 December 16). One drop, but many views on race. <i>New York Times</i>.</li> <li>• Chideya, F. (2014 January 3). Traveling while black. <i>New York Times</i>.</li> <li>• Coates, T. (2013 August 26). Through the parisian looking glass. <i>The Atlantic</i>.</li> <li>• Gorski, P. (2012). Stages of multicultural curriculum transformation</li> <li>• Howard, C. T. (2003). "Telling their side of the story: African-American students' perceptions of culturally relevant teaching," <i>The Urban Review</i>, 33(2): pp. 131-149</li> <li>• Kelley, R. (2009, July 13). "The roots of racism: What we don't know can hurt us." <i>Newsweek</i></li> <li>• Ladson-Billings, G. (1995). "But that's just good teaching! The case for culturally relevant pedagogy." <i>Theory Into Practice</i>, 34(3): pp. 159-165.</li> <li>• Marshall, K. (2009). <i>Rethinking teacher supervision and evaluation: How to work smart, build collaboration, and close the achievement gap</i>. San Francisco: Jossey-Bass. (Selected readings.)</li> <li>• Nieto, S. (2003). <i>What keeps teachers going?</i> New York: Teachers College Press.</li> <li>• Nieto, S., &amp; Hawley, W. (2010). Another inconvenient truth: Race and ethnicity matter. <i>Educational Leadership</i>, 68(3), pp. 66-71.</li> <li>• Powers, R. (1998). Using critical autobiography to teach the sociology of education. <i>Teaching Sociology</i> 26(3), pp. 198-206.</li> <li>• Rist, R. (1970). "Student Social Class and Teacher Expectations: The Self-Fulfilling Prophecy in Ghetto Education." <i>Harvard Educational Review</i>, 40(3): pp. 266-301.</li> <li>• Singham, M. (1998). The canary in the mine: The achievement gap between black and white students. <i>Phi Delta Kappan</i>, 80(1), pp. 8-15.</li> <li>• Steele, C. M. (1999). Thin ice: Stereotype threat and black college students. <i>The Atlantic</i>.</li> <li>• Tajfel, H. &amp; Turner, J. C. (1986). The social identity theory of inter-group behavior. In S. Worchel and L. W. Austin (eds.), <i>Psychology of intergroup relations</i>. Chicago: Nelson-Hall.</li> <li>• Tatum, B. D. (2003). <i>Why are all the black kids sitting together in the cafeteria?</i> New York: Basic Books.</li> <li>• Villegas, A.M., &amp; Lucas, T. (2002). <i>Educating culturally responsive teachers: A coherent approach</i>. Albany, NY: State University of New York Press.</li> </ul>
<b>Sessions</b>
Session 1: Prepare (OL, 1.5 hours) Session 2: Write and Share (IP, 2.5 hours)
<b>Hours Total (OL)</b>
4 (1.5) + AP

<b>Module Title</b>
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TEL-200: Supporting Students With Disabilities, Spring 1
<b>Module Summary</b>
In this module, we will explore the legal frameworks and best practices you will need in order to effectively serve students with disabilities. The best practices equip teachers to create inclusive classroom environments and appropriate learning opportunities that will challenge, motivate and engage all learners. The online sessions for this module focus on the technical background necessary to discuss student needs (e.g., the referral process, reading an IEP, et al.), while the in-person sessions focus more on the experience of including students with disabilities in your classroom (e.g., classroom culture).
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will demonstrate a student-first, inclusive mindset when discussing students with disabilities</li> <li>• The teacher will connect information in a student's IEP to relevant characteristics of a student's disability</li> <li>• The teacher will apply accommodations, modifications, and strategies that align with relevant characteristics of a specific disability to create classroom environments and appropriate learning opportunities that will challenge, motivate and engage all learners. (NCTM 4c)</li> </ul>
<b>Module Assessment</b>
Teachers will analyze a case study of a student with an IEP and identify appropriate accommodations and modifications in a lesson plan from their course. Teachers will provide a written reflection on how they will differentiate to meet the needs of this student.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• F, E. E. (2012). Framing Disability. <i>University of Illinois Law Review</i>, 2012(5), 1383.</li> <li>• Kennedy, T. M., Menten, T., &amp; Fink, L. S. (2010). Reading, writing, and thinking about disability issues: Five activities for the classroom. <i>English Journal</i>, 100(2), 61-67.</li> <li>• Murray, C., &amp; Greenberg, M. T. (2006). Examining the importance of social relationships and social contexts in the lives of children with high-incidence disabilities. <i>The Journal of Special Education</i>, 39(4), 220-233.</li> <li>• National Dissemination Center for Children with Disabilities —. (n.d.). <i>National Dissemination Center for Children with Disabilities</i> —. Retrieved August 11, 2013, from <a href="http://nichcy.org/">http://nichcy.org/</a></li> <li>• Sauer, J. S., &amp; Kasa, C. (2012). Preservice teachers listen to families of students with disabilities and learn a disability studies stance. <i>Issues in Teacher Education</i>, 21(2), 165-183.</li> <li>• Turnbull, H. R., &amp; Stowe, M. J. (2001). Five models for thinking about disability: Implications for policy responses. <i>Journal of Disability Policy Studies</i>, 12(3), 198</li> <li>• Welcome to the Society for Disability Studies   Society for Disability Studies. (n.d.). <i>Welcome to the Society for Disability Studies</i>   <i>Society for Disability Studies</i>. Retrieved August 11, 2013, from <a href="http://www.disstudies.org/">http://www.disstudies.org/</a></li> </ul>
<b>Sessions</b>
<p>Session 1: Special Education &amp; The Law (OL)</p> <p>Session 2: The Referral Process (OL)</p> <p>Session 3: Idea Disability Categories (OL)</p> <p>Session 4: Reading An IEP (OL)</p> <p>Session 5: Related Service Overview (OL)</p> <p>Session 6: Accommodations, Modifications, And Strategies (OL)</p> <p>Session 7: Case Study Analysis (OL)</p> <p>Session 8: Exit Slip (OL)</p> <p>Session 9: Special Education Demographics &amp; Classroom Culture (IP)</p> <p>Session 10: Attention Deficit Disorders (IP)</p>
<b>Hours Total (OL)</b>
10.25 (7.75 OL)

<b>Module Title</b>
TEL-204: Supporting English Language Learners, Spring 1
<b>Module Summary</b>
<p>According to the US Department of Education’s National Center for Education Statistics (2011), 11 percent of all fourth-graders tested and 5 percent of all eighth-graders tested in reading achievement in 2011 in the US were classified as English Language learners (ELLs). Only seven percent of ELLs scored at or above proficient in fourth-grade reading (as opposed to 35 percent of non-ELLs). The statistics for eighth grade are even starker. Just three percent of ELLs scored at or above proficient in eighth-grade reading (as opposed to 33 percent of non-ELLs). These statistics have implications not only for bilingual and ESL teachers, but also for content teachers who rely on students’ ability to make meaning of oral and written English in order to master academic content.</p> <p>In this module, you will examine the legal and regulatory requirements, both state and federal, for working with English Language Learners. You will explore foundational theories of second-language acquisition. Most importantly, you will learn instructional approaches and strategies for supporting ELLs’ mastery of academic content and how to explain why these approaches and strategies work. It is likely that you already have, or will have, ELLs in your classroom. This module will provide you with tools to more purposefully address these students’ needs so that they can achieve at the same high levels as your English-proficient students.</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• Teachers will identify key federal and state laws and regulations governing the identification of and services offered to English Language Learners (ELLs)</li> <li>• Teachers will describe the stages of Second Language Acquisition (SLA) and the theories of SLA behind them</li> <li>• Teachers will identify and apply instructional approaches and strategies (Total Physical Response, Content Based Instruction, the SIOP model) that support ELLs’ mastery of academic content Teachers will explain how specific instructional approaches and strategies align with the stages of Second Language Acquisition</li> </ul>
<b>Module Assessment</b>
For this module’s assessment, graduate students will read a case study during an in-person session, and will respond to guiding questions using evidence that demonstrates a thorough understanding of both Second Language Acquisition (SLA) theories and appropriate strategies for supporting English Language Learners’ mastery of the academic content presented in this module.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Echevarria, J., Vogt, M., &amp; Short, D. (2012). <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i> (4<sup>th</sup> edition). Columbus, Ohio. Pearson Education, Inc.</li> <li>• Haynes, J., &amp; Zacarian, D. (2010). <i>Teaching English language learners across the content areas</i>. Alexandria, VA: ASCD.</li> <li>• New Jersey Department of Education. (2012). New Jersey Bilingual Education Administration Code. Retrieved from: <a href="http://www.state.nj.us/education/code/current/title6a/chap15.pdf">http://www.state.nj.us/education/code/current/title6a/chap15.pdf</a></li> <li>• New York State Education Department Office of Bilingual Education and Foreign Language Studies. (2012). <i>Frequently Asked Questions: Student Identification and Program Placement</i>. Retrieved from: <a href="http://www.p12.nysed.gov/biling/bilinged/faq.html#student2">http://www.p12.nysed.gov/biling/bilinged/faq.html#student2</a></li> <li>• Ruggles G., et al. (2008). <i>English language learners: A policy research brief</i>. National Council of Teachers of English.</li> <li>• Zacarian, D. (2012). <i>Serving English Language Learners: Laws, Policies, and Regulations</i>. Colorin Colorado. Retrieved from <a href="http://www.colorincolorado.org/pdfs/policy/ELL-Policy-Guide.pdf">www.colorincolorado.org/pdfs/policy/ELL-Policy-Guide.pdf</a></li> </ul>
<b>Sessions</b>
Session 1: Legal And Regulatory Landscape (OL)

Session 2: Second Language Acquisition Theory (OL)
Session 3: Supporting ELLs In The Early Stages Of Second Language Acquisition (OL)
Session 4: Supporting ELLs In The Emergent Stages Of Second Language Acquisition (OL)
Session 5: Supporting ELLs In The Advanced Stages Of Second Language Acquisition (OL)
Session 6: Effective Strategies For Working With ELLs In Action (IP)
Session 7: Working With ELLs In Your Classroom (IP)
<b>Hours Total (OL)</b>
9.5 (4.5 OL)

# Summer 2

<b>Module Title</b>
TC-210: Unit Planning, Summer 2
<b>Module Summary</b>
The summer is a natural time for unit planning. We have therefore dedicated a large chunk of time to work in content-specific groups to learn the finer points of unit planning based largely on the Understanding By Design (UbD) approach created by Grant Wiggins and Jay McTighe. Over the course of this module, you will receive ongoing feedback on an evolving unit plan. By the end of this module, you will have created two Understanding by Design unit plans complete with performance tasks and accompanying rubrics.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will focus her unit on a few clear and crucial student understandings and questions</li> <li>• The teacher will make key considerations about important student learning and potential misconceptions (NCTM 3c, NCTM 3a)</li> <li>• The teacher will assess knowledge, skill, and understanding through multiple methods of assessment (NCTM 3f)</li> <li>• The teacher will design a rubric that accurately describes student performance</li> <li>• The teacher will develop a learning plan that reflects meaning and transfer as the ends and content knowledge and skill as the means</li> <li>• The teacher will align all three stages of the Understanding by Design (UbD) unit plan</li> </ul>
<b>Module Assessment</b>
The teacher will submit a three-stage unit plan with accompanying rubric.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Arter, J, &amp; Chappuis, J. (2006) <i>Creating &amp; Recognizing Quality Rubrics</i>. Pearson. pp. 29-42.</li> <li>• McTighe, J. &amp; Wiggins, G. (2004). <i>The Understanding by Design Professional Development Workbook</i>. Alexandria, VA: ASCD.</li> <li>• McTighe, J. &amp; Wiggins, G. P., (2005). <i>Understanding by Design</i>. Alexandria, VA: ASCD. pp. 1-3; 13-21; 35-44; 126-132; 146-160; 172-182.</li> <li>• McTighe, J. And Wiggins, G. (2012). <i>The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units</i>. Alexandria, VA: ASCD. Pp. 14-17</li> <li>• McTighe, J. And Wiggins, G. (2012). <i>The Understanding by Design Guide to Creating High Quality Units</i>. Alexandria, VA: ASCD. Pp. 102-119</li> </ul>
<b>Sessions</b>
<p>Session 1: Introduction to UbD (OL)</p> <p>Session 2: Preparing for “Understanding Understanding” (OL)</p> <p>Session 3: Preparing for “Unpacking Your Standards and Choosing a Unit Topic” (OL)</p> <p>Session 4: Preparing for “Enduring Understandings” (OL)</p> <p>Session 5: Preparing for “Essential Questions” (OL)</p> <p>Session 6: Preparing for “Assessing Understanding” (OL)</p> <p>Session 7: Preparing for “Rubrics” (OL)</p> <p>Session 8: Preparing for “The Learning Plan” (OL)</p> <p>Session 9: Mastery v. Understanding (IP)</p> <p>Session 10: Understanding Understanding (IP)</p> <p>Session 11: Unpacking Your Standards and Choosing a Unit Topic (IP)</p> <p>Session 12: Enduring Understandings (IP)</p> <p>Session 13: Essential Questions (IP)</p>

Session 14: Knowledge and Skill Acquisition (IP)
Session 15: Assessing Understanding (IP)
Session 16: Rubrics (IP)
Session 17: The Learning Plan (IP)
Session 18: Putting It All Together (IP)
<b>Hours Total (OL)</b>
29 (4.5) + Partial AP

<b>Module Title</b>
CK-210: Secondary Content Survey, Summer 2
<b>Module Summary</b>
<p>An effective teacher deepens students' understanding of the content by connecting the key concepts from <i>this</i> unit to the key concepts they pondered last month in the classroom down the hall. He builds bridges between the content at the heart of <i>his</i> discipline and the themes students are exploring in others' classrooms. When students need additional practice with a skill, he knows which colleague on his team will be addressing related content in the near future and therefore which colleague to ask for help. He strengthens school culture by planning cross-curricular lessons. He capitalizes relentlessly on prior knowledge.</p> <p>In short, an effective teacher knows just enough about what he <i>doesn't</i> teach that he can enrich what he <i>does</i> teach.</p> <p>In this module, you will engage in a survey of the middle-school content you <i>don't</i> teach. For example, middle-school math teachers will engage in four hours of middle-school science and four hours of middle-school social studies. The purpose is to ensure that you're aware of the key ideas and common themes your students are seeing in other classes. We see this as an important step in maximizing the effectiveness of your planning and teaching.</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• Teachers will demonstrate awareness of key ideas and common themes in secondary math</li> <li>• Teachers will demonstrate awareness of key ideas and common themes in secondary science</li> <li>• Teachers will demonstrate awareness of key ideas and common themes in secondary social studies</li> <li>• Teachers will demonstrate awareness of key ideas and common themes in secondary ELA</li> </ul>
<b>Module Assessment</b>
There are three summative assessments associated with this module, and candidates must receive an 85% on at least two to pass the module.
<b>Selected Readings</b>
N/A
<b>Sessions</b>
<p>Session 1: Secondary Math</p> <p>Session 2: Secondary Science</p> <p>Session 3: Secondary Social Studies</p> <p>Session 4: Secondary ELA</p>
<b>Hours Total (OL)</b>
11 (11)

<b>Module Title</b>
MATH-210: Communication in Mathematics, Summer 2
<b>Module Summary</b>
How would you write out the following mathematical statement using only words: $\lim_{n \rightarrow \infty} \left(1 + \frac{1}{n}\right)^n$ ? What does this statement mean mathematically? Mathematics uses a language of its own – one filled with symbols,



shorthand notation, and logic structures. Mathematics is also presented within texts that require an understanding of reading and writing beyond just mathematics. It is important that students know how to navigate and understand the language of mathematics, as well as how to communicate mathematical ideas in ways that others will understand. In this module, you will learn about the features of math writing, as well as how to effectively teach students to read, write, and communicate mathematical ideas. By the end of the module, you will be able to plan a lesson that purposefully integrates reading, writing, and communication skills into a lesson for the upcoming year.

**Module Goal(s)**

- The teacher plans a reading-for-understanding activity that aligns to objective(s) and is likely to lead to student conceptual understanding (NCTM 3b, NCTM 3c, NCTM 3d, NCTM 2d)
- The teacher plans a writing-to-learn activity that aligns to objective(s) and is likely to lead to student conceptual understanding (NCTM 3b, NCTM 3c, NCTM 3d)
- The teacher demonstrates knowledge about aspects of secondary math
- The teacher demonstrates knowledge of discipline-specific literacy
- Overall, the teacher is able to plan reading-for-understanding and writing-to-learn activities that will support conceptual understanding of mathematics

**Module Assessment**

Teachers will design a lesson plan that integrates a specific student reading or writing strategy and outcome.

**Readings**

- Daniels, H., Zemelman, S., & Steineke, N. (2007) *Content-area writing: Every teacher's guide*. Portsmouth, NH: Heinemann.
- Daniels, H., Zemelman, S. (2014) *Subjects matter: Exceeding standards through powerful content-area reading* (2nd ed.). Portsmouth, NH: Heinemann.
- Haltiwanger, L., & Simpson, A.M. (2013). Beyond the write answer: Mathematical connections. *Mathematics Teaching in the Middle School*, 18(8), 492-498.
- Kenney, J. M., Hancewicz, E., Metsisto, D., & Tuttle, C. L. (2005). *Literacy strategies for improving mathematics instruction*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Wallace, F.H., Clark, K.K., & Cherry, M.L. (2006). How come? What if? So what? Reading in the mathematics classroom. *Mathematics Teaching in the Middle School* 12(2), 108-115.

**Sessions**

1. The Language of Mathematics (OL, 2.25 hrs)
2. Reading in Math Class (OL, 2.25)
3. Writing in Math Class (OL, 2.25)
4. Reading and Writing in Math Class: Resource Exploration (OL, 1.75)
5. Assessment (OL, 1.5)

**Hours Total (OL)**

10 (10)

**Literacy Hours & Connections**

10 hours:

- General reading and writing skills
- Math-specific reading and writing skills

**Module Title**

MATH-211: Evaluating and Internalizing Curricular Materials

**Module Summary**

There are so many curriculum resources available for you to use and adapt for your classroom. Before using created materials in your class, it is important to take time to review them, do the work asked of students, analyze the sequencing within and between lessons, understand the overarching themes of the unit, and adapt

the materials for the needs of your own students. In this module, you will analyze a pre-created student-facing unit of study. You will walk away with an understanding of how an effective curriculum is designed, and of how to take a pre-created curriculum and adapt it for your own classroom.

**Module Goal(s)**

- The teacher will apply content and pedagogical knowledge in order to select appropriate instructional and curricular tools (NCTM 4e)
- The teacher will modify existing material to result in sequential and challenging learning opportunities grounded in research (NCTM 3b, NCTM 3c, NCTM 4b)
- The teacher will utilize existing resources from professional mathematics-education organizations to inform and develop curriculum (NCTM 6c)

**Module Assessment**

Teachers will submit a reflection on their experiences navigating and evaluating existing resources

**Selected Readings**

- National Governors Association Center for Best Practices, Council of Chief State School Officers (2013).
- The common core state standards for mathematics. Washington, D.C.: Author
- Student Achievement Partners (2014). Comparing traditional mathematics assessment to CCSS Mathematics assessments.
- Student Achievement Partners (2014). Focus in grades K-8. Achieve the Core.
- Student Achievement Partners (2014). Assessment item quality criteria checklists.
- Georgia Department of Education (2014). CCGPS Frameworks.
- Council of Chief State School Officers (2013). High school publishers' criteria for the common core state standards for mathematics.
- Mathematics Assessment Project (2010). Mathematics Assessment Program College and Career Readiness Mathematics Short Tasks: Creating Equations 1.

**Sessions**

1. Evaluating Curricular Materials (OL, 2 hours)
2. Modifying Curricular Materials (OL, 1 hour)
3. Explore, Evaluate, and Modify Online Materials (OL, 2.5 hours)
4. Assessment (OL, .75 hours)

**Hours Total (OL)**

6.25 (6.25)

**Module Title**

SOP-210: Culturally Responsive Teaching, Summer 1

**Module Summary**

This module builds on the work you have already done to acknowledge the importance of identity and the power of perception, to build and maintain good relationships with students and their families, and to reflect upon who you are becoming as a teacher. In it, you will learn about the mindsets, knowledge, and skills that culturally responsive teachers develop in an effort to give students "education at its best:" education that hones and develops while it adds. In the online sessions, you'll explore some of the conceptual underpinnings of culturally responsive teaching, engage with a handful of tenets for practice, and consider those mindsets and approaches that will enhance your effectiveness. In the in-person session, you'll revise and practice delivery of an upcoming lesson plan in an effort to increase the cultural responsiveness of your teaching.

**Module Goal(s)**

- The teacher will leverage her learning about students and their communities in order to equip

<p>students to build bridges between their prior cultural knowledge and experiences and new content (NCTM 4c.)</p> <ul style="list-style-type: none"> <li>Teachers will practically apply a multicultural mindset to planning and instruction (The teacher will adopt a warm demanding approach to classroom culture and classroom management)</li> </ul>
<b>Module Assessment</b>
Teachers will develop a lesson plan and accompanying materials with a reflection on how their lessons are culturally responsive to their specific groups of students.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>Gay, G. (2000). <i>Culturally Responsive Teaching: Theory, Research, and Practice</i>. New York: Teachers College. pp. 29-36</li> <li>Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. <i>Theory into Practice</i>, Summer, pp. 159-165.</li> <li>Southern Poverty Law Center. (2009). Relevant: Beyond the Basics. <i>Teaching Tolerance</i>, 45(36).</li> <li>Tatum, B.D. (1997). <i>"Why Are All the Black Kids Sitting Together in the Cafeteria?"</i> New York: Basic Books. pp. 3-17.</li> </ul>
<b>Sessions</b>
<p>Session 1: Research and Theory (OL, 1.5 hours)</p> <p>Session 2: Tenets for Practice (OL, 1.5 hours)</p> <p>Session 3: Final Considerations (OL, .75 hours)</p> <p>Session 4: Practice (IP, 2.5 hours)</p>
<b>Hours Total (OL)</b>
6.25 (3.75)

<b>Module Title</b>
SOP-216: Working with Communities, Summer 2
<b>Module Summary</b>
<p>“Community” is a word rich in meaning; it can describe both a group of people who live within certain boundaries (i.e., a neighborhood) and those who share experiences, practices, interests, or beliefs. School-community relationships enhance students’ educational experiences in myriad ways, through enriching students’ learning, teaching skills, raising awareness of career options, and providing resources (e.g., summer programs, health services, etc.).</p> <p>In this module, you will lay the groundwork for building school-community relationships that enrich <i>your</i> students’ educational experiences. After defining community and explaining the importance of school-community relationships, you will identify and visit asset institutions in your school community and describe some of the ways in which those assets might enrich your students’ educational experiences. Your module assessment is a community asset map that captures your interactions with assets and explains how your relationships with assets will enhance your students’ educational experiences.</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>The teacher will create a community asset map that identifies and describes assets and interactions with members of asset institutions in his school’s community (NCTM 4c, ACEI 5.2, NCTE VI-2)</li> </ul>
<b>Module Assessment</b>
Teachers will create a community asset map that identifies and describes assets and interactions with members of asset institutions in their schools’ communities, and will explain how their relationships with these assets will enhance the students’ educational experiences.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>Adger, C.T. (2000). School/community partnerships to support language minority student success. <i>Center for Applied Linguistics Research Brief</i>, 5.</li> <li>AEL. (2003). Interactions: A summary of research on school-community relationships. Charleston, WV: AEL (Appalachia Educational Laboratory) Regional Educational Laboratory</li> </ul>

- Aguirre, A., Martinez, R., & Barboza, S. (2012). Mexican-American schoolchildren in U.S. public schools: A review of social science research on the Mexican-American family's cultural capital. In B. Gastic & R.R. Verdugo (Eds.), *The education of the Hispanic population: Selected essays*. pp. 119-135.
- Anderson, B. (1983). *Imagined communities: Reflections on the origin and spread of nationalism*. New York: Verso. pp. 5-7
- Cahill, M. (1996). *Schools and community partnerships: Reforming schools, revitalizing communities*. Chicago: Cross City Campaign for Urban School Reform. pp. 1-2.
- DeFilippis, J. & Saegert, S. (2008). Communities develop: The question is how? In DeFilippis, J. & Saegert, S. (Eds.) *The community development reader*. New York: Routledge. pp. 1-2
- De Jesus, R.V. & Sayers, D. (2007). VOICES: Bilingual youth constructing and defending their identities across borders: A binational study of Puerto Rican circular migrant students. *Multicultural Education*, 14(4), pp. 16-19.
- Epstein, J.L. (2011). *School, family, and community partnerships: Preparing educators and improving schools* (second edition). Philadelphia: Westview Press. pp. 389-414.
- Ford, B. (2006). Culturally responsive school-community partnerships: Strategies for success. In Landsman, J. & Lewis, C. (Eds.). *White teachers/diverse classrooms*. Sterling, VA: Stylus. pp. 286-300
- Lareau, A. (2003). *Unequal childhoods: Class, race, and family life*. Berkeley, CA: University of California Press. pp. 38-81.
- Lee, S. (2001) More than “model minorities” or “delinquents:” A look at Hmong American high school students. *Harvard Educational Review*, 71(3), pp. 505-528.
- Noguera, P. (2008). *The trouble with black boys and other reflections on race, equity, and the future of public education*. San Francisco, CA: Jossey-Bass. pp. 199-202; 208-214.
- Pattillo, M. (1998). Sweet mothers and gangbangers: Managing crime in a black middle-class neighborhood. *Social Forces*, 76(3), pp. 747-774.
- Patillo, M. (1999). *Black picket fences: Privilege & peril among the black middle class*. Chicago, IL: The University of Chicago Press. pp.13-30; 68-90.
- Poole, D.L. (1997). The SAFE project: Community-driven partnerships in health, mental health, and education to prevent early school failure. *Health & Social Work*, 22(4), pp. 282-289.
- Quintela, M. (2012). Immigrant student educational experiences in an emerging Latina/o community in the Midwest. In B. Gastic & R.R. Verdugo (Eds.), *The education of the Hispanic population: Selected essays*. pp. 87-98.
- Sanders, M.G. & Lewis, K.C. (2005). Building bridges toward excellence: Community involvement in high schools. *High School Journal*, Feb/Mar, pp. 1-9.
- Suarez-Orozco, C., Yoshikawa, H., Teranishi, R., & Suarez-Orozco, M.M. (2011). Growing up in the shadows: The developmental implications of unauthorized status. *Harvard Educational Review*, 81(3), pp. 438-472.
- Suarez-Orozco, M.M. (2013 April 22). Immigrant kids, adrift. *New York Times*.
- Warren, M.R. (2005). Communities and schools: A new view of urban education reform. *Harvard Educational Review*, 75(2), pp. 133-173; 244.
- Wilson, W.J. & Taub, R. (2006). *There goes the neighborhood: Racial, ethnic, and class tensions in four Chicago neighborhoods and their meaning for America*. New York: Vintage Books. pp. 161-169; 177-189.

### Sessions

- Session 1: Defining Community (OL + Peer Review)
- Session 2: Community Asset Mapping (OL)
- Session 3: Mapping Your Community (OL)
- Session 4: Looking Ahead (OL)

### Hours Total (OL)

3 (3)

<b>Module Title</b>
SOP-220: Introduction to Character Strengths, Summer 2
<b>Module Summary</b>
Character education and the teaching of character are integral parts of Student Growth and Achievement and Self and Other People here at Relay GSE. In this module, you will read about character-strength research and practice; mine these readings for ideas and evidence that justify modeling, teaching, and developing character strengths in the classroom; identify your own character strengths; and finally, use video examples as a springboard to justify your modeling, teaching, and developing of a particular character strength in your own classroom.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>The teacher will identify one character strength and justify modeling, teaching, and developing it in her classroom</li> </ul>
<b>Module Assessment</b>
Teachers will identify a character strength that they are interested in modeling, teaching, and developing in their students and, using ideas and evidence from the module readings and videos, as well as their own teaching experience, justify the choice of that strength as a potential classroom focus.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>Duckworth, A. L., Peterson, C., Matthews, M.D., and Kelly, D.R. (2007). Grit: Perseverance and passion for long-term goals. <i>Journal of Personality and Social Psychology</i>, 92(6), pp. 1087-1101.</li> <li>Peterson, C. and Seligman, M. E. P. (2004). <i>Character strengths and virtues: A handbook and classification</i>. Oxford: Oxford UP.</li> <li>Peterson, C. (2006) <i>A primer in positive psychology</i>. Oxford: Oxford UP.</li> <li>Lehrer, J. (2009, May 18). Don't!: The secret of self-control. <i>The New Yorker</i>.</li> <li>Mischel, W., Shoda, Y., and Rodriguez, M. L. (1989). Delay of gratification in children. <i>Science</i>, 244, pp. 933-938.</li> <li>Tough, P. (2011, Sep 14). What if the secret to success is failure? <i>The New York Times</i>.</li> </ul>
<b>Sessions</b>
Session 1: Character Strengths Overview (OL, 1 hour)
Session 2: Character Strengths in the Classroom (OL, .5 hour)
<b>Hours Total (OL)</b>
1.5 (1.5)

<b>Module Title</b>
TEL-211: Teaching Struggling Writers, Summer 2
<b>Module Summary</b>
As teachers, we prepare our students to access the academic content in our classrooms, college, and their future work environments, but we should also seek to equip them with the tools they'll need to be lifelong learners outside these contexts. "Young people who do not have the ability to transform thoughts, experiences, and ideas into written words are in danger of losing touch with the joy of inquiry, the sense of intellectual curiosity, and the inestimable satisfaction of acquiring wisdom that are the touchstones of humanity" (Graham and Perrin, 2007). A student who struggles to communicate through writing is at a disadvantage in writing essays, lab reports, and cover letters, as well as grant applications, wedding toasts, and letters to the editor. Like reading, writing is a skill for learning and communicating that should be integrated into every content area; every teacher is a writing teacher.
This module is about how to support struggling writers in all secondary classrooms. In secondary classrooms, all learners must be learning about writing while they are learning content. The architects of the Common Core State Standards have provided guidelines for including literacy standards across all content areas. This module will introduce you to a variety of ways in which you can support the struggling writers in your classroom. You'll learn why students struggle with writing and how to help struggling writers become

independent writers.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>The teacher will demonstrate knowledge of key ideas and best practices in supporting struggling writers</li> <li>The teacher will demonstrate proficiency in teaching struggling writers</li> </ul>
<b>Module Assessment</b>
Teachers will submit a written response to prompts related to analyzing and responding to struggling writers.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>Daniels, H., Zemelman, S., &amp; Steineke, N. (2007). <i>Content-Area writing</i>. Portsmouth, NH: Heinemann Educational Books, 1-8.</li> <li>Culham, R. (2003). <i>6+ 1 traits of writing: The complete guide</i>. New York, NY: Scholastic Teaching Resources, 10-14, 288-289.</li> <li>Graham, S., &amp; Harris, K.R. (2005). <i>Writing better: Effective strategies for teaching students with learning difficulties</i>. Baltimore, Maryland: Paul H. Brookes Publishing Co.</li> <li>Fisher, D., &amp; Frey, N. (2003). Writing instruction for struggling adolescent writers: A gradual release model. <i>Journal of Adolescent and Adult Literacy</i>, 46 (5), 396-405.</li> <li>Tompkins, G. E. (2008). <i>Teaching writing: Balancing process and product</i>. Upper Saddle River, NJ: Pearson Merrill Prentice Hall, 22.</li> <li>Boyles, N. (2002). <i>Teaching written response to text</i>. Gainesville, FL: Maupin House, 28-31, 142-144.</li> <li>Graham, S., &amp; Perin, D. (2007). <i>Writing next: Effective strategies to improve writing of adolescents in middle and high school</i>. New York: Carnegie Corporation of New York.</li> <li>Anderson, J. (2007). <i>Everyday editing: Inviting students to develop skill and craft in writer's workshop</i>. Portland, Maine: Stenhouse, 71-78.</li> <li>Robb, L. (2004). <i>Nonfiction writing from the inside out</i>. New York: Scholastic. Pgs. 268 – 269</li> </ul>
<b>Sessions</b>
<p>Session 1: Overview of Struggling Writers (OL)</p> <p>Session 2: Gradual Release in Writing (OL)</p> <p>Session 3: Instructional Supports (OL)</p> <p>Session 4: Supporting Struggling Writers with Writing Goals (OL)</p>
<b>Hours Total (OL)</b>
(6.5)

<b>Module Title</b>
TEL-212: Differentiated Instruction, Secondary, Summer 2
<b>Module Summary</b>
For some students, academic tasks and mastering content knowledge can be incredibly challenging, and we need to provide supports for them above and beyond what we may do on a day-to-day basis for all students. We must continue to hold all students to a high bar; however, we need to support some students in ways which will allow them to truly show mastery while at the same time motivating and engaging students. . In this module, you'll learn the foundations of differentiation, and then you'll review at least three concrete techniques that you can use in your classroom.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>The teacher will plan a lesson that is aligned to the objective</li> <li>The teacher will differentiate the content, process, and/or product of a lesson plan</li> <li>The teacher will choose methods of differentiation that target student needs and engage and motivate students (NCTM 4c)</li> <li>The teacher will identify and address management pitfalls related to differentiation</li> </ul>



<b>Module Assessment</b>
Teachers will submit a lesson plan demonstrating appropriate differentiation for a hypothetical group of students.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Fisher, D., Brozo, W. G., Frey, N., and Ivey, G. (2007). 50 content area strategies for adolescent literacy. Upper Saddle River, NJ: Merrill/ Pearson. Pg. 52 – 53.</li> <li>• Gardner, H. (1998, 2000). A multiplicity of intelligences. Scientific American Presents: Exploring Intelligence (A special issue of Scientific American), 19 – 23.</li> <li>• “Thinking about thinking and learning: Learning modalities” (2009). Learning Theory. Teach For America, p. 10.</li> <li>• Tomlinson, C. A. and McTighe, J. (2006). <i>Integrating differentiated instruction and understanding by design</i>. Alexandria, VA: ASCD. Pg. 101 – 105.</li> <li>• Tomlinson, C.A. (2003). Differentiation in practice. Alexandria, VA: Association for Supervision and Curriculum Design. Pgs., 6, 7, 9</li> <li>• Tomlinson, C. A. (2001). How to differentiate instruction in mixed-ability classrooms, 2nd ed. Upper Saddle River, NJ: Pearson. Pgs. 8 – 9.</li> <li>• Vatterott, C. (2010). Spotlight on homework. Middle Ground, 14(1), 29-31</li> <li>• Vatterott, C. (2010). Spotlight on homework. Middle Ground, 14(1), 29-31</li> <li>• Weishaar, M., &amp; Boyle, J. R. (1999). Note-taking strategies for students with disabilities. Clearing House, 72(6), 392-395.</li> <li>• Wormeli, R. (2007). <i>Differentiation: From planning to practice grades 6 – 12</i>. Portland, ME: Stenhouse. Pgs. 1 – 4.</li> </ul>
<b>Sessions</b>
<p>Session 1: Introduction To Differentiated Instruction (OL)</p> <p>Session 2: Learning Theories (OL)</p> <p>Session 3: Differentiation Strategies (OL)</p> <p>Session 4: Management Considerations (OL)</p> <p>Session 5: Lesson Planning (OL)</p>
<b>Hours Total (OL)</b>
(14.5)

<b>Module Title</b>
TEL-320: Teaching Gifted Learners
<b>Module Summary</b>
As a teacher of exceptional learners, you will have the opportunity to know students with a wide variety of strengths, needs, and unique characteristics. The common thread across each of these relationships is the desire and responsibility to equip each student to reach his fullest potential. This module provides an opportunity to explore the multiple definitions of a "gifted learner" and to reflect on your own understanding of giftedness. You will learn about the identification of gifted learners in various contexts, and will examine prevalent biases in the identification process. You'll learn specific instructional practices that will ensure that gifted learners in your classroom are able to reach their highest academic and personal potential. Finally, you'll consider the social needs of gifted students and learn to provide additional social supports in this area as well.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will demonstrate a thorough understanding of the identification, instruction, and social needs of gifted learners</li> </ul>
<b>Module Assessment</b>
Teachers will submit a lesson plan demonstrating appropriate differentiation for a hypothetical group of students.
<b>Selected Readings</b>



- Betts, G., & Neihart, M. (1988). *Profiles of the gifted and talented*. Gifted Child Quarterly.
- Johnsen, S. (2004). *Identifying gifted students: A practical guide*. Waco, Tex.: Prufrock Press.
- *Identifying and nurturing the gifted poor*. (n.d.). Retrieved October 16, 2015.
- Baldwin, Lois; Omdal, Stuart N ;Pereles, Daphne Teaching Exceptional Children; Mar/Apr 2015; 47, 4; ProQuest Education Journals pg. 216
- Nisen, M. (2015, September 15). *Tackling inequality in gifted-and-talented programs*. Retrieved October 16, 2015.
- Samuels, C. (2015, October 14). *Gifted education for underrepresented students gets \$4 million federal boost*. Retrieved October 16, 2015.
- Goliff, E. (2008, August 1). *Appropriate strategies for gifted students attending Title I schools*.
- VanTassel-Baska, J., Stephens, K., & Karnes, F. (2005). *Acceleration strategies for teaching gifted learners*. Naperville: Prufrock Press.
- Renzulli, J. S., Smith, L. H., & Reis, S. M. (1982). Curriculum compacting: An essential strategy for working with gifted students. *The Elementary School Journal*, 82(3), 185-194. doi:10.1086/461256
- Rogers, K. (n.d.). *Grouping the gifted and talented: questions and answers*. Roeper Review, 8-12.
- Stephens, K., Karnes, F., Johnsen, S., & Goree, K. (2005). *Independent study for gifted learners*. Naperville: Prufrock Press.
- *Social and emotional needs of gifted children*. (n.d.). Retrieved October 16, 2015.
- *Helping gifted students cope with perfectionism*. (n.d.). Retrieved October 16, 2015.
- Hebert, T. (2011). *Understanding the social and emotional lives of gifted students*. Waco, Tex.: Prufrock Press.

#### Sessions

- Session 1: Who are gifted learners? (OL)
- Session 2: Identification of Gifted Learners (OL)
- Session 3: Biases in Identification of Gifted Students (OL)
- Session 4: Instructional Practices (OL)
- Session 5: Social Needs of Gifted Students (OL)

#### Hours Total (OL)

(6.25)

# Fall 2

<b>Module Title</b>
TC-211: Planning for Academic Rigor, Fall 2
<b>Module Summary</b>
<p>"Rigor" is one of the most prominent buzzwords in education. The Common Core State Standards have been developed to "increase rigorous content" and ask our students to apply "higher-order skills." Reform-focused organizations have poured millions of dollars into initiatives aimed at increasing college-readiness by increasing academic rigor. Rigor is all the rage, but what does it mean to have a rigorous classroom? A concrete answer is surprisingly hard to find in the literature.</p> <p>At Relay GSE, we've taken a "begin with the end in mind" approach. We believe that teachers must first focus on setting a <i>rigorous bar</i> for what their students should know and be able to do. This module is all about how to do so. In the first of four online sessions, you'll explore multiple definitions of academic rigor and learn Walter Doyle's framework for evaluating the rigor of academic tasks. In the second and third online sessions, you'll unpack this theoretical framework and look at how it actually plays out in your instructional planning, which encompasses far more than just your lesson plans. In the final online session, you'll evaluate the rigor of sample academic tasks and explore multiple exemplars to inspire your own planning. To prepare for your in-person session, you'll apply what you've learned to draft a rigorous academic task, have your students complete that task, and collect student work. When you come together in person, you'll receive feedback on your task and analyze student work samples. Finally, you'll reflect on what your students' performance means for your instruction.</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"><li>• The teacher will plan a rigorous task (NCTM 3e, NCTM 4b)</li><li>• The teacher will analyze student work to determine outcomes on the rigorous task</li><li>• The teacher will identify instructional next steps in response to her student-work analysis (NCTM 3g, NCTM 5c)</li></ul>
<b>Module Assessment</b>
Submit a task summary and accompanying material for a rigorous academic task (as defined in this module), a written task analysis, student work, and a written reflection including next steps for increasing the rigor of your instruction.
<b>Selected Readings</b>
<ul style="list-style-type: none"><li>• Chappuis, J. Seven strategies of assessment for learning. Pearson. pp. 17-51.</li><li>• Doyle, W. (1983). Academic work. <i>Review of Educational Research</i>. (53.2), pp. 159-199.</li><li>• Doyle, W. and Carter, K. (1984). Academic tasks in classrooms. <i>Curriculum Inquiry</i>. (14.2), pp. 129-149.</li><li>• Jackson, R. (2011). How to plan rigorous instruction. ASCD. pp. 60-64; 74; 78-82.</li><li>• Strong, R., Silver, H., &amp; Perini, M. (2001). <i>Teaching what matters most</i>. Alexandria, Virginia. ASCD.</li><li>• Wagner, T. (October, 2008) Rigor redefined. <i>Educational Leadership</i>. ASCD.</li><li>• Washor, E. &amp; Mojokowski, C. (December, 2006/January 2007). What do you mean by rigor? <i>Educational Leadership</i>. ASDC</li><li>• Wiggins, G. P., &amp; McTighe, J. (2005). Understanding by design. <i>Association for Supervision &amp; Curriculum Development</i> pp.153</li><li>• Wiggins, G. (December 2013/January 2014) Getting students to mastery. <i>Educational Leadership</i>, 74 (4).</li></ul>
<b>Sessions</b>
Session 1: What is Academic Rigor? (OL)

Session 2: Academic Ambiguity (OL)
Session 3: Academic Risk (OL)
Session 4: Task Analysis (OL)
Session 5: Meeting the Bar (IP)
<b>Hours Total (OL)</b>
6.5 (4) + AP

<b>Module Title</b>
TC-221: Implementing Rigorous Instruction, Fall 2
<b>Module Summary</b>
To increase the academic rigor of your classroom, you must begin with the end in mind and set a rigorous bar for what your students should know and be able to do. But once you set that bar, how do you get them to meet it? We must ensure that our students are the ones doing the thinking – the talking, the working, and the answering of tough questions – not us. We must take every opportunity to "stretch" our students and push them aggressively toward the rigorous end goal we have in mind.
First up in this module, you'll learn the critical attributes of rigorous instruction. Then, you'll zoom in on five concrete rigorous instructional strategies – "Ratio," "Take a Stand," "Stretch It," "Chalk Talk," and "Reciprocal Teaching." In your final in-person session, you'll have the opportunity to practice implementing these strategies with your colleagues.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will effectively identify strategies that maximize opportunities for students to do cognitive work, or to evaluate or analyze other students' responses, and that demand additional nuance or higher-order thinking (NCTM 5b, NCTM 4a, NCTM 4d, NCTM 3d, NCTM 3c.)</li> <li>• The teacher will select and execute strategies designed to reinforce student engagement with rigorous tasks</li> </ul>
<b>Module Assessment</b>
The teacher will submit a 5-7 minute video demonstrating that she is effectively increasing the cognitive work students are doing in a lesson.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Doyle, W. (1983). Academic work. <i>Review of Educational Research</i>. (53.2), pp. 159-199.</li> <li>• Fischer, D. &amp; Frey, N. (2004). Improving adolescent literacy: content area strategies at work. Upper Saddle River, NJ: Pearson pp. 153-168.</li> <li>• Lemov, D. (2010). <i>Teach like a champion</i>. San Francisco, CA: Jossey-Bass. pp. 37 – 39; 41-47; 106-108.</li> <li>• Lemov, D. (2012). <i>Teach Like a Champion Field Guide: A Practical Resource to Make the 49 Techniques Your Own</i>. San Francisco, CA: Jossey-Bass.</li> <li>• Ritchart, R., Church, M., &amp; Morrison, K. (2011). <i>Making thinking visible</i>. San Francisco, CA: Jossey-Bass. pp. 78-85.</li> <li>• Saphier, J. (2008). The Skillful Teacher. Acton, MA: Research for Better Teaching, Inc. Higher-Level Thinking Questions. pp.208-211.</li> </ul>
<b>Sessions</b>
Session 1: Rigorous Instruction (OL)
Session 2: "Ratio" (OL)
Session 3: "Take a Stand" (OL)
Session 4: "Stretch It" (OL)
Session 5: Additional Strategies and Considerations (OL)
Session 6: Peer Review (OL)
Session 7: Practice Rigorous Instructional Strategies (IP)
<b>Hours Total (OL)</b>
6.5 (4) + AP

<b>Module Title</b>
TC-200: Feedback & Grading, Fall 2
<b>Module Summary</b>
Getting actionable feedback helps teachers get better at teaching. Students are no different! They need to receive actionable feedback in order to improve their work, and they need help understanding how that feedback correlates to their grades. In this module, you will learn how to give effective written and oral feedback to students so that they are empowered to self-correct and motivated to improve. Through the use of Susan Brookhart's <i>How to Give Effective Feedback to Your Students</i> , you will explore the characteristics of effective feedback and hear teachers and students share the impact of effective feedback on student achievement. Finally, you will spend time exploring ways to help students and their families make meaning of their grades and your feedback. At the close of this module, you will be ready to confidently give both oral and written feedback that will motivate and empower your students to self-correct.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will provide students with feedback that is specific, positive and, when appropriate, constructive</li> <li>• The teacher will plan for how her students and families will make meaning of the feedback and grades</li> </ul>
<b>Module Assessment</b>
The teacher will submit a clear scan of student work. The work will include a grade and feedback to the student. The teacher will also submit a written explanation for how she plans to help students and/or families make meaning of the grade in relation to her grading system.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Brookhart, S.M. (2008). <i>How to give effective feedback to your students</i>. Alexandria, VA: Association for Supervision and Curriculum Development, pp. 6-7; 10-12; 48, 58- 75.</li> <li>• Marzano, R. J. (2000). <i>Transforming classroom grading</i>. Virginia: Assn for Supervision &amp; Curriculum. Pp. 85</li> <li>• Nasir, N. S. (2008). Everyday pedagogy: lessons from basketball, track, and dominoes. <i>Phi Delta Kappan</i>, 89(7), pp. 529-532.</li> <li>• Saphier, J., Haley-Speca, M., &amp; Gower, R. (2008). <i>The skillful teacher: building your teaching skills</i>. Acton, MA: Research for Better Teaching, Inc., pp. 432</li> </ul>
<b>Sessions</b>
Session 1: Timeliness (OL) Session 2: Written Feedback (OL) Session 3: Oral Feedback (OL) Session 4: Giving Feedback (OL) Session 5: Meaningfulness (OL) Session 6: Feedback Cycle (IP)
<b>Hours Total (OL)</b>
6.25 (3.75)

<b>Module Title</b>
MATH-215: Modeling and Technology in Mathematics, Fall 2
<b>Module Summary</b>
What is mathematical modeling? How does mathematical modeling support students in developing skills for working in our technologically open world? How can you use technology to support student achievement? Modeling is a cornerstone skill in secondary mathematics — students must learn how to represent various mathematical ideas and relationships so they can find solutions to mathematical problems presented in the world around them. The work students do in middle school to develop these modeling skills will prepare

them for the mathematical modeling required of them in high school. Moreover, the world we live in, organized as it is by technology and global access, requires technologically aware citizens who are eager problem-solvers. Technology can be used to support students in developing mathematical models and participating in the modeling cycle. In this module, you'll develop an understanding of what modeling should look like in middle school, and you will preview the modeling that students will need to do in high school. You'll also learn about the principles of an open world and the importance of incorporating technology in your classroom. You'll learn to use technologies — beyond just graphing calculators — with which students should start working in middle school. These technologies, like Excel and Geogebra, are often useful in creating mathematical models. By the end of the module, you will identify ways to use modeling and technology in your instruction throughout the school year, and you will effectively plan and execute lessons using modeling and technology.

**Module Goal(s)**

- The teacher plans to meaningfully integrate modeling in her classroom (NCTM 2b, NCTM 2c, NCTM 3b, NCTM 3c, NCTM 3e)
- The teacher plans to meaningfully integrate technology in her classroom (NCTM 3d, NCTM 4a, NCTM 4e)
- The teacher demonstrates knowledge about aspects of secondary math
- The teacher plans to effectively integrate modeling and technology in her classroom

**Module Assessment**

Teachers will submit a plan outlining their plans to incorporate modeling and technology into their classrooms. Teachers will describe at least three entry points for integrating technology and/or modeling into their classrooms.

**Selected Readings**

- Magana, S. & Marzano, R. J. (2014). Enhancing the art and science of teaching with technology. Bloomington, IN: Marzano Research Laboratory.
- National Council of Teachers of Mathematics. (2000). Principles and standards for school mathematics (pp. 24-27). Reston, VA: NCTM.
- Llewellyn, D.. (2013). Teaching high school science through inquiry and argumentation. Thousand Oaks, CA: Corwin Press
- Easton, L.B.. (2009). Protocols for professional learning. Protocols for professional learning. 33-48. Alexandria, VA: ASCD
- Practices, C. of Chief S. (2010). The common core state standards for mathematics.

**Sessions**

1. Modeling in Mathematics (OL, 1 hr)
2. Integrating Modeling (IP, 4.5 hrs)
3. Technology in Mathematics (OL, 1 hr)
4. Integrating Technology (IP, 4.5 hrs)

**Hours Total (OL)**

11 (2)

**Literacy Hours & Connections**

2 hours:

- Technology literacy skills

**Module Title**

MATH-216: Inquiry in Mathematics, Fall 2

**Module Summary**

Have you ever wondered how to get your students excited about mathematics? Better yet, have you ever wondered how to get your students intrigued by mathematics? By the end of this module, you will know how to accomplish this! When you engage your students in inquiry-based learning, you start with an interesting

problem, scenario, or "hook." Then you give students free reign to explore, make conjectures, ask questions, and investigate. By engaging in this type of learning, students are able to form connections between the real world and mathematics. This not only leads to a deeper level of conceptual understanding, but it also allows students to explore interesting problems that are not typically found in textbooks — such as how pennies on a checkerboard can add up to \$184,467,000,000,000,000! Problems such as the classic checkerboard problem not only build intrigue in students, but also encourage students to think algebraically. Believe it or not, students are capable of algebraic thinking years before they take a formal Algebra course! In this module, you will learn how students' development of algebraic thinking skills prepares them both for formal Algebra and for the much more demanding mathematics classes of high school. You will see how you can build both intrigue and algebraic thinking through inquiry-based learning. Specifically, you will learn how the 3-Act Lesson can bring students to high levels of engagement and deep levels of mathematical understanding. By the end of this module, you will be ready to implement such lessons in your classroom.

#### **Module Goal(s)**

- The teacher is able to articulate how algebraic thinking can be incorporated into instruction (NCTM 2a, NCTM 2b, NCTM 2e, NCTM 2f, NCTM 3a)
- The teacher is able to plan and implement an effective inquiry lesson that motivates and engages students (NCTM 3c, NCTM 4b, NCTM 5b, NCTM 6a, NCTM 6b)
- The teacher demonstrates knowledge about aspects of secondary math

#### **Module Assessment**

Teachers will submit a lesson plan, accompanying student materials, and a 4-6 minute video of an inquiry lesson in mathematics. Teachers will also complete an in-session assessment on algebraic thinking.

#### **Sessions**

Session 1: Algebraic Thinking  
 Session 2: Developing Algebraic Thinking Across Grades  
 Session 3: Bringing Algebraic Thinking into the Classroom  
 Session 4: Introduction to Mathematical Inquiry and the Three-Act Lesson  
 Session 5: Developing Inquiry through a Three-Act Lesson  
 Session 6: Peer Review: Act 1 of a Three-Act Lesson  
 Session 7: Executing a Three-Act Lesson

#### **Hours Total (OL)**

19 (5.5)

#### **Literacy Hours & Connections**

3 hours:

- Written and verbal communication during 3-act lessons

#### **Module Title**

SGA-201: Year 2 Pathway, Fall 2

#### **Module Summary**

This module is the first of a four-SGA-module sequence you will complete this year, ending with the Master's Defense. In this module, you will build on your Year 1 SGA knowledge by setting up an Academic Pathway for Year 2 student achievement with even greater intentionality and detail. You will also learn how to create a Pathway for measuring character growth. For each Pathway, you will complete Steps 1 through 3, which include determining content, solidifying assessment plans, and setting goals. For standards mastery Academic Pathways, you will evaluate assessments in preparation for submitting at least one standards-mastery assessment that reflects the Relay GSE Features of High-Quality Assessment. Finally, you will demonstrate your understanding of Year 2 SGA policies in an online SGA Handbook assessment.

#### **Module Goal(s)**

- The teacher will articulate Year 2 SGA principles



<ul style="list-style-type: none"> <li>• The teacher will create a Pathway for measuring academic achievement (NCTM 3a)</li> <li>• The teacher will submit an academic assessment that reflects the Relay GSE features of high-quality assessment (standards mastery only) (NCTM 3f, NCTM 3g)</li> <li>• The teacher will populate tracker(s) to define Academic Pathway parameters</li> <li>• The teacher will create a Pathway for measuring character growth</li> <li>• The teacher will populate a tracker to define Character Pathway parameters</li> </ul>
<b>Module Assessment</b>
In this assessment, graduate students will create a Pathway for measuring academic achievement and a Pathway for measuring character growth. Graduate students measuring standards mastery for their academic Pathways will also submit an assessment that reflects the Relay GSE features of high-quality assessment
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Koretz, D. (2008). <i>Measuring Up: What educational testing really tells us</i>. Cambridge, MA: Harvard University Press.</li> </ul>
<b>Sessions</b>
Session 1: Master's Defense Preview (OL) Session 2: Academic and Character Pathways (IP) Session 3: Standards Mastery Tracker (OL) Session 4: Reading Growth Tracker (OL) Session 5: Writing Growth Tracker (OL) Session 6: Character Growth Tracker (OL) Session 7: SGA Handbook Practice (OL) Session 8: SGA Handbook Assessment (OL) Session 9: Pathway Workshop (IP)
<b>Hours Total (OL)</b>
9 (4)

<b>Module Title</b>
SOP-222: Teaching Character Strengths, Fall 2
<b>Module Summary</b>
In this module, you will first read and watch some compelling work describing the effects of character-focused instruction. You will then watch a series of clips that exemplify and explain various approaches to teaching character and use examples to envision what character-focused instruction could look like in your own classroom. You will write a character-focused lesson plan for you own classroom as you watch and read the elements of other teachers' character-focused work with their students, and you will get feedback on that plan from your colleagues. Finally, you will film the character-focused instruction you planned and write a brief reflection on that instruction and its outcomes.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will (re)introduce the character strength to students</li> <li>• The teacher will model the character strength for students</li> <li>• The teacher will guide students in developing the character strength</li> <li>• The teacher will reflect on the strengths and growth areas of his character-focused lesson(s)</li> </ul>
<b>Module Assessment</b>
Using ideas presented in this module, teachers will film a character-focused lesson (or series of lessons) for their students. Then, in a brief reflection, teachers will describe the lesson (or series) and its strengths and growth areas.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Seligman, M. E. P., Ernst, R. M., Gillham, J., Reivich, K., &amp; Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. <i>Oxford Review of Education</i>, 35(3), pp. 293-311.</li> </ul>



<ul style="list-style-type: none"> <li>• Tough, P. (2012). How children succeed: Grit, curiosity, and the hidden power of character, pp. 91-95.</li> <li>• Wilson, T.D. (2006). The power of social psychological interventions. <i>Science</i>, Sept 1, 2006, pp. 1251-1252.</li> </ul>
<b>Sessions</b>
Session 1: Why Character? (OL) Session 2: (Re)Introducing Character Strength (OL) Session 3: Modeling a Character Strength (OL) Session 4: Building Character Strength (OL) Session 5: Putting it All Together (IP)
<b>Hours Total (OL)</b>
6.25 + AP

<b>Module Title</b>
SOP-200: Integrating the Elements of Effective Instruction II, Fall 2
<b>Module Summary</b>
Just as you did at the end of your first year at Relay GSE, in this module you will produce an extended video wherein you tag a number of the instructional strategies you have learned during your two years at Relay GSE.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will reflect on her instructional practice at the end of her second year at Relay GSE</li> </ul>
<b>Module Assessment</b>
Teachers will upload a video and reflection from their second year in the program
<b>Selected Readings</b>
N/A
<b>Sessions</b>
Assessment only; no sessions associated with this module.
<b>Hours Total (OL)</b>
6.25 + AP

# Spring 2

<b>Module Title</b>
TC-202: Using Data to Drive Intervention, Spring 2
<b>Module Summary</b>
Getting small-group re-teaching to happen <i>during</i> class time is a game-changer. Effective small-group re-teaching has the power to boost student engagement, save time and, most obviously, increase student learning. But the difficulty of doing small-group re-teaching <i>effectively</i> cannot be overstated.
In this single-session module, you'll learn several strategies for planning and facilitating intentional, data-driven, small-group re-teaching, and you'll devote time to planning how you'll apply the strategy of your choice in your classroom. Your assessment for this module will be an in-session exit ticket in which you intentionally select and demonstrate your application of a strategy shared in the session.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>The teacher will demonstrate preparedness to implement data-driven, small group re-teaching (NCTM 5a, NCTM 5c, NCTM 3g)</li> </ul>
<b>Module Assessment</b>
The teacher will submit an analysis of student data and a plan for a small-group re-teaching in response to the data.
<b>Selected Readings</b>
N/A
<b>Sessions</b>
Session 1: Strategies for Small Group Re-Teaching (IP)
<b>Hours Total (OL)</b>
2.5 (0)

<b>Module Title</b>
MATH-217: Mathematical Flexibility through Multiple Methods, Spring 2
<b>Module Summary</b>
What are the different ways you can prove the Pythagorean Theorem? How many ways can you represent a linear equation with a slope of 2 and y-intercept of -4? Why would you want to use the different representations? How does an understanding of place value when adding single-digit numbers build to understanding the standard division algorithm? The depth of understanding we want students to build in school mathematics goes beyond memorizing the Pythagorean Theorem, slope-intercept form of a linear equation, and division algorithm — we want to develop problem-solvers and critical thinkers. Getting students to deep content understanding and comfort with approaching new problems requires fostering flexible mathematical thinking in students throughout school mathematics. We want students to develop mathematical flexibility: the ability to use, identify connections between, and move fluidly from multiple strategies or representations when solving problems. For students to do this, you must first know what methods and representations can be used for particular content and in what ways students can engage with the methods and representations. You can then use that knowledge to purposefully plan learning experiences for students to engage with and reflect upon the use of various strategies, methods, and representations. In this module, you will approach building a series of lessons to support mathematical flexibility through the use of multiple methods and representations, like using geometric and algebraic methods for proving the Pythagorean Theorem to build students' understanding of right-triangle mathematics. In your final in-person

session, you'll explore what professional development and growth can look like beyond your time at Relay. By the end of this module, you will be able to effectively plan and implement sequential lessons that support students' growth in mathematical flexibility.

**Module Goal(s)**

- The teacher plans standards-aligned lesson(s) including rigorous task(s), opportunities for discussion, and aligned assessment (NCTM 4b, NCTM 5b, NCTM 3f, NCTM 3a, NCTM 3b)
- The teacher will describe effective instruction that engages students in multiple representations or methods to build flexible thinking, and will effectively identify the progression of a student's understanding of the content through multiple representations or methods (NCTM 3e, NCTM 2a, NCTM 2c)
- The teacher effectively implements lesson(s) to build the mathematical flexibility of her students (NCTM 2e, NCTM 2f)
- The teacher will analyze student work tasks to inform instruction (NCTM 3f, NCTM 3g)
- The teacher demonstrates knowledge about aspects of secondary math (ratios and proportional relationships, the number system, expressions & equations, geometry, statistics & probability, and functions, in addition to HS course-specific knowledge)

**Module Assessment**

Teachers will submit a 2-3 lesson plan and a unit plan in which students are using at least 3 methods to demonstrate understanding of a mathematical concept.

In addition, teachers will submit:

- Sample student work that includes all methods highlighted from the lesson
- Teacher annotations and reflections on the student work
- A video highlighting instruction with each of the methods

**Sessions**

1. What is Flexible Thinking? (OL, 1 hour)
2. Comparing Methods and Generating New Questions (IP, 4.5 hours)
3. Constructing Understanding (OL, .75 hours)
4. Multiple Lessons- Part 1 (IP, 4.5 hours)
5. Student Metacognition (OL, .5 hours)
6. Multiple Lessons- Part 2 (IP, 4.5 hours)
7. Teacher Leadership & PD Beyond Relay (IP, 4.5 hours)

**Hours Total (OL)**

20 (2)

**Literacy Hours & Connections**

4 hours:

- Evaluating different written methods

**Module Title**

SGA-202: Academic and Character Progress, Spring 2

**Module Summary**

In SGA-201, you set ambitious goals for yourself and your students. Since then, you've been pushing hard toward those goals by using your teaching techniques in your daily classes. Your students have been working hard too, and you've been measuring their learning with exit tickets, quizzes, and observations. By now, you've also probably administered your second formal round of assessment, or you're getting ready to do so.

In SGA, it's time to continue moving forward by Tracking Progress (Step 4). In this module, you will step back from your day-to-day instruction to do two things. First, ensure you are maintaining complete and error-

free student-level data; and second, begin to analyze your students' progress toward their ambitious goals. In just a few months, you will also leverage these data to write your end-of-year Data Narrative — a major component of your Master's Defense.

*SGA-202: Year 2 Pathway* is comprised of an online introduction session, one in-person data-check session, and one online data check. For each data check, you will learn best practices for tracking data, and will submit a new round of academic and character data, if applicable. You will also have ample work time and time to check-in with your faculty advisor. Let's get started on the next step of the Pathway!

**Module Goal(s)**

- The teacher collects ongoing rounds of complete and error-free Year 2 student-achievement data
- The teacher analyzes data in order to benchmark progress toward ambitious goals (NCTM 3g, NCTM 5c)

**Module Assessment**

In this assessment, graduate students will submit and analyze two rounds of complete and error-free academic and character data. Graduate students measuring standards mastery will also submit an assessment that reflects the Relay GSE features of high-quality assessment.

**Selected Readings**

- Bambrick-Santoyo, P. (2010). *Driven By Data*. San Francisco: Jossey Bass
- Bempechat, J. (1992). "The Role of Parent Involvement in Children's Academic Achievement." *The School Community Journal*, 2 (2).
- Farr, S. (2010). *Teaching as leadership: The highly effective teacher's guide to closing the achievement gap*. San Francisco: Jossey-Bass.
- Harvard Family Research Project (Winter 2006-2007). Family Involvement in Elementary School Children's Education. Family Involvement Makes a Difference. No. 2. Harvard Graduate School of Education. pp. 1-12.
- Levine, A.. (2005). Educating School Leaders. [http://www.edschools.org/reports\\_leaders.htm](http://www.edschools.org/reports_leaders.htm)

**Sessions**

- Session 1: Maintaining Complete and Accurate Data (OL)
- Session 2: Data Check #1 (IP)
- Session 3: Data Check #2 (OL)

**Hours Total (OL)**

3.5 (1) + AP

**Module Title**

SGA-203: Year 2 Outcomes, Spring 2

**Module Summary**

In this module, you'll develop a discriminating taste for high-quality data analysis. You'll learn to apply statistical techniques to discover trends in student performance. You'll disaggregate your data, create displays of student achievement, and summarize your findings. With your ability to discern excellence, you'll turn your nose up at defective analyses like Simpson's Paradox and misleading graphics. Throughout the module, you'll distill meaningful takeaways from the performances of all students at both the subgroup and the individual levels, and you'll leverage these discoveries to tell the story of their achievements in a polished, written account — your Data Narrative.

**Module Goal(s)**

- The teacher will verify outcomes for end-of-year data
- The teacher will introduce teaching context I
- The teacher will analyze data for all students
- The teacher will analyze data for subgroups of students (NCTM 5c)

<ul style="list-style-type: none"> <li>• The teacher will analyze data for one student</li> <li>• The teacher will analyze character results</li> <li>• The teacher will create next steps from analyses of academic and character data</li> </ul>
<b>Module Assessment</b>
Teachers will submit end-of-year data trackers to verify academic and character outcomes, and will produce a Data Narrative that tells the story of those outcomes.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Bambrick-Santoyo, P. (2010). <i>Driven By Data</i>. San Francisco: Jossey Bass</li> <li>• Bempechat, J. (1992). "The Role of Parent Involvement in Children's Academic Achievement." <i>The School Community Journal</i>, 2 (2).</li> <li>• Farr, S. (2010). <i>Teaching as leadership: The highly effective teacher's guide to closing the achievement gap</i>. San Francisco: Jossey-Bass.</li> <li>• Harvard Family Research Project (Winter 2006-2007). Family Involvement in Elementary School Children's Education. Family Involvement Makes a Difference. No. 2. Harvard Graduate School of Education. pp. 1-12.</li> <li>• Levine, A.. (2005). Educating School Leaders. <a href="http://www.edschools.org/reports_leaders.htm">http://www.edschools.org/reports_leaders.htm</a></li> </ul>
<b>Sessions</b>
<p>Session 1: The Master's Defense Launch (IP)</p> <p>Session 2: In-Depth Data Analysis (IP)</p> <p>Session 3: The Data Narrative (IP)</p> <p>Session 4: Character Results and Action Steps (IP)</p> <p>Session 5: Verify Outcomes (OL)</p>
<b>Hours Total (OL)</b>
1 (1)

<b>Module Title</b>
SGA-210: The Master's Defense, Spring 2
<b>Module Summary</b>
<p>Over the past two years at Relay GSE, you have gained knowledge, developed skills, and built the mindsets of a highly effective K-12 teacher. In your final chapter at Relay GSE, you'll celebrate these accomplishments in the Master's Defense capstone project. The Master's Defense is all about what you and your students have learned over the past two years. You'll reflect candidly on your teaching strengths, areas of improvement, and your professional growth over your time at Relay GSE. You'll also highlight your students' learning via their academic outcomes and the character growth they've made as a result of having YOU as their teacher.</p> <p>The Master's Defense is a two-part project that includes an annotated online Portfolio of your best module assessments, as well as an in-person Oral Defense in front of a small panel of Relay GSE faculty. This module will set you up for success in both parts of this capstone project.</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will curate and annotate a Master's Defense Portfolio</li> <li>• The teacher will prepare and present an Oral Defense</li> </ul>
<b>Module Assessment</b>
Teachers will curate and annotate an online Master's Defense Portfolio and present an in-person Oral Defense.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Reynolds, G. (2008). <i>Presentation zen: Simple ideas on presentation design and delivery</i>. New Riders, Berkeley, CA, pp. 76-79.</li> </ul>

<b>Sessions</b>
Session 1: Master's Defense Portfolio (OL) Session 2: The Oral Defense (IP) Session 3: Effective Presentations (OL) Session 4: Dress Rehearsal (IP)
<b>Hours Total (OL)</b>
8 (1)

<b>Module Title</b>
CC-220: Joy, Spring 2
<b>Module Summary</b>
"What avail is it to win prescribed amounts of information about geography and history, to win the ability to read and write, if in the process the individual loses his own soul?" John Dewey, <i>Education and Experience</i> , 1938
Dewey's question is as relevant today as it was in 1938. At times, it may seem as though the importance of high-stakes testing and the pressure to adapt to the next wave of policy changes have eclipsed the importance of the affective attributes of teaching and learning in our national consciousness — attributes like curiosity, wonder, zest, and joy.
But great educators know that creating a joyful learning environment isn't anything like squaring a circle. Joy and learning aren't at odds. Rather, they're closely related.
This module presents perspectives on joy and happiness across time and discipline, and it shares four (of likely countless) approaches you can take to create a joyful classroom climate. You'll also have the opportunity to plan and practice facilitating joyful learning with your colleagues in an in-person session.
Then, for your module assessment, you will submit classroom video and written reflection on your approach to creating a joyful classroom climate.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will exhibit intentionality in creating a joyful classroom climate</li> <li>• The teachers and students will exhibit joy (e.g., smiling, laughter, passion, intense focus)</li> </ul>
<b>Module Assessment</b>
Teachers will submit video documentation and a written reflection on their efforts to create a joyful classroom climate through the approaches described in the module instruction.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Csikszentmihalyi, M. (1990). <i>Flow: The psychology of optimal experience</i>. New York: Harper &amp; Row. P.2-4.</li> <li>• Lemov, Doug (2010). <i>Teach Like a Champion</i>. San Francisco, CA: Jossey Bass. pp. 131-134; 141-143; 214-218.</li> <li>• Peterson, C. (2006). <i>A primer in positive psychology</i>. Oxford: Oxford University Press. P.78-79.</li> <li>• Seligman, M.E.P. (2006). <i>Learned Optimism: How to change your mind and your life</i>. New York: Vintage Books</li> </ul>
<b>Sessions</b>
Session 1: Defining Joy (OL) Session 2: Approaches to Creating a Joyful Climate (OL) Session 3: Additional Considerations (OL) Session 4: Joy in Practice (IP)
<b>Hours Total (OL)</b>





# Assessments at Relay GSE

Relay GSE believes that the techniques, strategies, skills and mindsets taught in the program will foster student growth and achievement in P-12 classrooms. The assessments graduate students complete will mirror, to the greatest extent possible, the kinds of tasks that great teachers do as part of their day-to-day work. These assessments are designed to help graduate students meaningfully improve their practice and lead their students to measurable academic gains and character growth.

Each module is paired with an assessment. Each of these assessments falls into one of three categories:

- 1) The assessment is submitted as part of a portfolio assessment for one of the six assessments
- 2) The assessment serves as a formative assessment for one of the six assessments
- 3) The assessment stands alone and is not associated with one of the six assessments

Please see supplemental assessment descriptions for further details.

## Rubric Scale for “Stand Alone” Assessments

The Relay GSE rubric measures graduate student performance on assessments. All rubrics use this scale:

(4) **Exemplary** – Graduate students who earn a 4 on a rubric row have demonstrated exemplary performance on the strategy or technique described in that row. Earning a 4 is rare.

(3) **Proficient** – Graduate students who earn a 3 on a rubric row have demonstrated solid, proficient performance of the strategy or technique described in that row. Earning 3s is the expected outcome of completing a module.

(2) **Foundational** – Graduate students who earn a 2 on a rubric row have demonstrated foundational skills with respect to the strategy or technique described in that row. With a little more support, they will likely be able to demonstrate proficiency on that strategy or skill

(1) **Attempting** – Graduate students who earn a 1 on a rubric row have attempted to master the strategy or technique described in that row. They need more support and/or need to put in more work before they can demonstrate proficiency on that strategy or technique. Earning multiple 1s in a given rubric row would indicate that a graduate student is highly unlikely to pass the module.

(0) **Lacking** - Graduate students who earn a 0 on a rubric row have not attempted to master the strategy or technique described in that row.

## Passing a Module

For each module in the Relay GSE program, there is a summative assessment. Each summative assessment has a rubric that uses the scale described above to provide the graduate student with feedback and measure his/her performance on the techniques and skills presented in that module.

**To pass a module, a graduate student must earn a score of 3 or above on the final row of the rubric,** which was constructed as a holistic measure of a graduate student’s performance on that module. If a module has five rows, and a graduate student earns a mix of 2s and 3s on the first four rows of the rubric, but his/her professor thinks that overall, he/she has demonstrated proficiency, the graduate student will earn a three on the final row and thereby pass the module.

## **Academic Honesty**

Relay GSE regards the following as acts of academic dishonesty: plagiarism, cheating on assessments, obtaining unfair advantage, and the falsification of records or official documents. These violations will be treated as serious offenses against the values of intellectual honesty. Enrolled teachers are expected to refrain from infractions against this code in all assignments and in all courses. Relay GSE is committed to enforcing this policy and will pursue cases of academic dishonesty according to the Academic Honesty and Collaboration Procedures described in the Relay GSE Graduate Student Handbook.

Any deliberate borrowing of the ideas, terms, statements, or knowledge of others without clear and specific acknowledgement of the source is intellectual theft and is called plagiarism. It is not plagiarism to borrow the ideas, terms, statements, or knowledge of others if the source is clearly and specifically acknowledged. Students who consult such critical material and wish to include some of the insights, terms, or statements encountered must provide full citations in an appropriate form. Relay GSE reserves the right to use technology to prevent and detect forms of plagiarism.

- When a faculty member suspects a graduate student has committed an act of academic dishonesty, the faculty member should first confer with the graduate student. If the graduate student admits to the violation, the faculty member in association with the Dean will administer a penalty commensurate with the offense. The penalty could range from a deduction in Professionalism to dismissal from the program.
- If the graduate student denies the allegation of academic dishonesty, the case goes to the Dean. The Dean will review the case with the faculty member and the graduate student. The Dean's judgment is final.

Many assessments will allow for collaboration between graduate students. When this is the case, the parameters for collaboration (e.g., how many people can collaborate on a given assessment, whether people other than RGSE graduate students can contribute to the assessment, etc.) will be clearly stated by faculty members. As a rule, anytime graduate students collaborate on assessments, they should be sure to list by name all fellow collaborators. Failure to list collaborators' names will be treated as an act of academic dishonesty.

## **Disability Policy**

Relay GSE will ensure that graduate students with learning, physical, and psychological difficulties and/or disabilities are able to complete the program's coursework with appropriate support and/or accommodations from Relay GSE staff, if needed. This support and/or accommodations will be monitored, reviewed and adjusted as necessary.

Upon admission to Relay GSE, graduate students will be entitled to receive the necessary support related to the disability. If a graduate student is interested in receiving such support and/or accommodations, he/she must register with Enrollment Services by downloading and completing a disabilities disclosure form from the "Enrollment Services" section of Minerva and emailing the completed form to [enrollment@relay.edu](mailto:enrollment@relay.edu). The Director of Enrollment Services and the Dean will then review the graduate student's registration information and supporting documents and begin coordinating support and/or accommodations for the student (as needed). If appropriate, Relay GSE may refer students to professional resources when deciding the level of disability and the level of further help and support required as identified.

For individuals with physical disabilities, Relay GSE will ensure that access to classroom facilities is appropriate and relocate teaching areas if required. Relay GSE will also ensure that, where possible, all classroom facilities are accessible and, where this is not feasible, ensure that alternative arrangements are made and that support and assistance is provided whenever possible.

### Relay GSE Secondary Science Overview

Can plants recognize other plants by smell? Is the moon slowing down the rotation of the earth? Can we break a wine glass just by singing? If the answer to any of these questions is 'yes,' then naturally we should also ask: how? By the end of the nine secondary science modules across Relay's two-year program, teachers will be able to plan and implement rigorous, inquiry-driven scientific instruction that aids students in developing explanations to answer questions like these.

The heart of this nine-module sequence is a pedagogy of scientific inquiry that allows students to learn the disciplinary core ideas, science and engineering practices, and crosscutting concepts that contribute to true proficiency. Additionally, our teachers learn how to apprentice secondary students to the kinds of reading, writing, and speaking tasks characteristic of the scientific enterprise.

Year one of the program kicks off with a resource dump (a content resources module in summer 1 with no assessment): Relay GSE will give teachers the resources they need to establish a safe, organized culture in which scientific inquiry can take place. Teachers will also learn to infuse inquiry from the first day of school by planning effective, inquiry-oriented demonstrations.<sup>1</sup>

Then, in the first assessed module, teachers will dissect the relationships among daily objectives, standards, and current science-education research. Teachers will receive a crash course in the Next Generation Science Standards (NGSS), and will craft objectives that convey the content, skills, and crosscutting concepts needed to develop scientific proficiency. Teachers will also connect learning science to the learning of scientific discourse.

As year one progresses, teachers add to their inquiry toolboxes. Teachers will learn how to develop “activity before concept”<sup>2</sup> lessons as an alternative to lectures, and how to turn the traditional laboratory experience into a student-led inquiry experience. Along the way, teachers will practice techniques for creating a class rich in academic language – they will learn techniques to aid students in reading, talking about, using, and even creating scientific texts.

In the summer between years, teachers will take two modules. In one, they'll learn how the design of the Next Generation Science Standards reflects our developing understanding of how science is taught and learned – and how they can adapt instruction accordingly. In the other, they'll learn how to teach students all the skills – data skills, writing skills, argumentation skills – required to write a rigorous research paper or report on a scientific investigation.

In year 2, the tools of inquiry developed in year 1 are put to work on a grander scale. Teachers will plan and implement lessons designed using the 5E cycle — one of the best-researched and most highly validated methods for teaching science. They will lead increasingly sophisticated discussions and, finally, will design multi-week units of model-based inquiry, during which students develop evidence-based, scientific explanations for puzzling phenomena over time. While no curriculum can cover everything science teachers

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<sup>1</sup> Llewellyn (2013), in his *Teaching High School Science Through Inquiry and Argumentation*, describes “demonstrated inquiry” as a first step towards developing a more inquiry-based pedagogy (p.100)

<sup>2</sup> Phrase coined by Dr. Arthur Eisenkraft. See e.g., [http://cdn.umb.edu/images/cosmic/Labs\\_-\\_ABC2\\_-\\_NSTA\\_2012\\_1.pdf](http://cdn.umb.edu/images/cosmic/Labs_-_ABC2_-_NSTA_2012_1.pdf)

should learn, the techniques, planning tools, and discipline-specific literacy strategies learned in our program will prepare teachers to drive student achievement in nearly any school context.

### **Teaching Cycle Course Description**

This course focuses on providing teachers with an overview of the instructional strategies for planning and delivery. The instructional planning component of this class focuses on long-term plans, unit plans, lesson plans, and also on assessment planning. Teachers may utilize their goals designed in the *Student Growth and Achievement (SGA)* course as a foundation of their curriculum development and instructional planning. With these goals in mind, teachers will design units and lessons with measurable and achievable learning objectives and alignment to State and Common Core learning standards. They will learn and research instructional strategies for teaching students with a range of abilities and learn how to check for student understanding and modify instruction to meet students' needs. A key component of teaching is preparation; therefore, this course will provide enrolled teachers with the tools and knowledge necessary to backward-plan and design unit and lesson plans with strong alignment among learning objectives, assessments, and learning activities. In addition to practicing and filming their own classroom use of these skills, teachers will view exemplary clips from their peers' classrooms and those of other effective teachers. Through this combination of large group sessions and video review, teachers will be able to deeply reflect on and improve their instructional delivery practices to best drive student achievement. Finally, teachers will learn to design reliable and appropriate class assessments, as well as formal and informal methods of assessing student learning, to make valid inferences based on those assessments, and to appropriately modify their assessments.

Additionally, teachers will take coursework devoted to applying and differentiating their teaching cycle for Exceptional Learners. Courses labeled "TEL" — for "Teaching Exceptional Learners" — equip teachers with the knowledge, skills, and mindsets essential to serving every student.

### **Student Growth and Achievement Course Description**

This course aims to prepare teachers to set ambitious, feasible, and measurable learning goals for all of their students. Teachers will develop a series of strategies to help their students reach their goals, learn tools and skills required to track the progress of their students, revise their instruction based on data, and ultimately meet the "big goals." The course incorporates essential pedagogical elements, connecting instructional planning with research-validated instructional strategies for teaching students with differentiated needs, assessment, the use of technology, investing communities and students, and the art and science of effective teaching. This course prepares teachers for and requires as the program's capstone project the Master's Defense, which is the portfolio project that reflects each teacher's impact on her students' growth and achievement.

### **Self and Other People Course Description**

In *Self and Other People*, teachers will learn how to be culturally responsive educators by addressing issues of race, class, and bias in the classroom context. In addition, teachers will hone their communication skills so as to effectively work with students and families across lines of difference. This course will also help teachers identify and understand different character strengths and development that can positively impact student learning. In particular, the course's focus on character growth draws on the research of Dr. Martin Seligman and Dr. Chris Peterson into positive psychology. Character is viewed as malleable, and teachers are seen as always being in a position to model and teach character strengths (love, hope, optimism, grit, zest, social intelligence, integrity, courage) to their students.

### **Classroom Culture Course Description**

This course aims to help teachers develop and hone their knowledge, skills, and mindsets so that they can create a classroom culture that is an effective learning environment and a joyful, nurturing, and safe community. In addition, teachers will learn ways to increase classroom efficiency by implementing time-saving routines and procedures and using strategies for managing classroom materials and space. Teachers will engage in building knowledge of *Self and Other People* (another Relay GSE element of effective teaching) and will also work toward mastering the myriad skills required to manage their classrooms. The course is built upon the recognition that a strong classroom culture is the foundation upon which powerful learning takes place.

**Sessions and Dates:** The English modules in the Content course begin in Fall 1 and span the duration of the two-year Relay GSE program.

**Course Delivery (Video, Online, etc.):** This course is primarily taught in person at Saturday class sessions throughout years 1 and 2 of the program. There are some online components to this course as well, which come in the form of readings, screencasts, and quizzes.

## Module Summaries, Goals, Assessments, and Readings\* By Term

\*Course information is subject to change.

# Summer 1

<b>Module Title</b>
TC-111: Introduction to Lesson Planning, Summer 1
<b>Module Summary</b>
Effective teachers write detailed daily lesson plans in order to ensure that they use every minute of class time intentionally. In this module, you'll learn how to write effective objectives and how to break the essential skill of lesson planning down into its most basic parts – the Opening, the Introduction to New Material, student practice (both Guided Practice and Independent Practice) and the Closing. The goal is for you to write solid plans with each of these parts <i>before</i> the school year begins. Your final assessment, accordingly, is to write a Five-Step lesson Plan for a procedure.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"><li>• The teacher will write a standards-aligned objective that is framed in terms of how students will acquire and demonstrate mastery</li><li>• The teacher will plan a lesson demonstrating tight alignment between the objective and lesson activities</li></ul>
<b>Module Assessment</b>
The teacher will craft an objective aligned to a specific content standard, and will design a lesson aligned to that standard. The teacher will submit a lesson plan with a reflection on alignment.
<b>Selected Readings</b>
<ul style="list-style-type: none"><li>• Brophy, J. (2001). "Generic Aspects of Effective Teaching." <i>Tomorrow's Teachers</i>, ed. Margaret C. Wang and Herbert J Walburg. Richmond, CA: McCutchen Publishing Corporation, pp. 23.</li><li>• Lemov, D. (2010). <i>Teach like a champion</i>. San Francisco: Jossey-Bass. pp. 61-62.</li><li>• Marzano, R.J. (2007). <i>The art and science of teaching: A comprehensive framework for effective instruction</i>. Alexandria, VA: ASCD. pp. 61-65, 72-82.</li><li>• McMillan, J. H. (2007). <i>In Classroom assessment: Principles and practice for effective standards-based instruction, 4th ed.</i> Boston: Pearson. (Selected readings.)</li><li>• Saphier, J., Haley-Speca, M. A., &amp; Gower, R. R. (2008). <i>The skillful teacher, building your teaching skills</i> (6th ed.). Acton, MA: Research for Better Teaching. pp. 208-211; pp. 395-410.</li><li>• Wiggins, G. and McTighe, J. (2005). <i>Understanding by design, 2nd ed.</i> Alexandria, VA: ASCD Press. pp. 13-21.</li></ul>
<b>Sessions</b>
Session 1: The Lesson Plan (OL) Session 2: Introduction to Objectives (OL) Session 3: Starting with the End in Mind (IP) Session 4: Objectives (IP) Session 5: Closings (IP) Session 6: Openings (IP) Session 7: Introduction to New Material (IP) Session 8: Guided & Independence Practice (IP) Session 9: Work Time (IP) Session 10: Peer Review (IP)
<b>Hours Total (OL)</b>
19.5 (1) + AP



<b>Module Title</b>
CK-100: Content Resources, Summer 1
<b>Module Summary</b>
In this module, Secondary ELA teachers are introduced to theory, research and best practices on blending science content and science practices during the first weeks of school. Additionally, teachers plan and adapt organizational systems (like lab notebooks) for use in classrooms. Teachers spend time working with a curated set of online resources (by specific content area) including practitioner journals with classroom-tested lessons and labs, resources for AP courses, professional development resources like connection to the NSTA learning center, and links to national teaching and science networks.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>The teacher will prepare to start the school year strong in his or her content area</li> </ul>
<b>Module Assessment</b>
There is no assessment associated with this module.
<b>Selected Readings</b>
N/A
<b>Sessions</b>
Session 1: Preparing for Your First Day Session 2: Online Resources
<b>Hours Total (OL)</b>
2.5 (0)

<b>Module Title</b>
SOP-115: Applied Child Development, Summer 1
<b>Module Summary</b>
Child development follows a pattern. Effective teachers familiarize themselves with this pattern, and they adjust their instruction to meet their students' physical, social-emotional, cognitive, and language needs. In this module, you will familiarize yourself with basic learning theory and child development for the age of students you are likely to teach. Additionally, you will explore how child development and learning theory impacts science classroom culture and structure. Then, you will draft a list of action steps that will help you to create a developmentally appropriate classroom environment in your content area.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>The teacher will become familiar with a variety of theories that focus on different aspects of child development</li> <li>The teacher will identify appropriate physical, social-emotional, cognitive, and communication expectations for a specific age</li> </ul>
<b>Module Assessment</b>
Teachers will identify research-based action steps to ensure that the classroom environment is responsive to students' physical, social-emotional, cognitive, and communicative development.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>Bearison, D. (1996). <i>Interpersonal collaboration and children's cognitive development</i>. Philadelphia: Jean Piaget Society.</li> <li>Children's Defense Fund. (2010). The state of America's children. Children's Defense Fund.</li> <li>Daniels, D.H. &amp; Shumow, L. (2003). Child development and classroom teaching: A review of the literature and implications for educating teachers. <i>Applied Developmental Psychology</i>, 23, 495-526.</li> <li>Dobbs, D. (2011). Beautiful Brains. National Geographic.</li> <li>Elias, M. J., DeFini, J., &amp; Bergmann, J. (2010). Coordinating social-emotional and character</li> </ul>

development. *Middle School Journal*, 42(1), pp. 30.

- Lui, A. (2012). Teaching in the zone: An introduction to working within the zone of proximal development (ZPD) to drive effective early childhood instruction. *Children's Progress*.
- Reyes, J.A., & Elias, M.M. (2011). Fostering social-emotional resilience among latino youth. *Psychology in the Schools*, 48(7), pp. 723-737.
- Santos, R.M., Fetting, A., & Shaffer, L. (2012). Helping families connect early literacy with social-emotional development. *Young Children*, 67(2), pp. 88.
- Shaffer, D. (2009). *Developmental psychology: Childhood and adolescence* (8<sup>th</sup> ed.). Canada: Cengage Learning.
- Steinberg, L. (2010). *Developing adolescents: A reference for professionals by American Psychological Association, 2002*. Boston: McGraw-Hill.
- Tatum, B. (1997). "Why are all the black kids sitting together in the cafeteria?" *And other conversations about race*. New York: Basic Books. pp. 52-74.
- Wood, C. (2007). *Yardsticks: Children in the classroom ages 4-14* (3rd ed.). Turners Falls, MA: Northeast Foundation for Children, Inc. pp. 50-53; 62-69; 78-81; 90-93; 100-103; 110-113; 124-127; 136-139; 148-151; 160-163; 174-177.

**Sessions**

Session 1: Introduction (OL, .5 hours)  
 Session 2: Physical Expectations (OL, 1.5 hours)  
 Session 3: Social-Emotional Expectations (OL, 1 hour)  
 Session 4: Cognitive Expectations (OL, 1.5 hours)  
 Session 5: Communication Expectations (OL, 1 hour)  
 Session 6: Extensions (OL, 1 hour)

**Hours Total (OL)**

6.5

**Module Title**

SOP-100: Teacher Mindsets, Summer 1

**Module Summary**

All teachers layer instructional skills upon a foundation of mindsets about their students, their students' families, and other members of their school communities. But teachers who close opportunity gaps (in race, class, gender, etc.) tend to communicate a few key mindsets in their work. In this module, you will learn about the key mindsets, identify strategies for communicating them, and reflect upon their relevance to your practice.

In this module, teachers reflect on five mindsets- high expectations, personal responsibility, intentionality, continuously increasing effectiveness and respect and humility. Teachers will explore how these impact teacher and student actions and beliefs in a science classroom.

**Module Goal(s)**

- The teacher will reflect on key mindsets associated with effective teachers
- The teacher will reflect upon a mindset she already communicates regularly and describe how she will continue communicating this mindset to students, families, and/or other members of her school community
- The teacher will reflect upon a mindset she struggles to communicate and describe how she will communicate this mindset to students, families, and/or other members of her school community

**Module Assessment**

The teacher will provide a description of each mindset in her own words and an explanation of how she will apply each mindset in her own teaching.

**Selected Readings**

- Bambrick-Santoyo, P. (2010). *Driven by Data*. San Francisco, CA: Jossey-Bass. pp. 277-279.
- Dweck, C. (2010). Even geniuses work hard. *Educational Leadership*, 68(1), pp. 16-20.
- Farr, S. (2010). *Teaching as leadership: The highly effective teacher's guide to closing the achievement gap*. San Francisco, CA: Jossey-Bass. pp. 175-176; 212.
- Haberman, M. (2005). *Star teachers: The ideology and best practice of effective teachers of diverse children and youth in poverty*. Houston, TX: The Haberman Education Foundation. Pp. 103-106.
- Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology*, 80(4), pp. 437-447.
- Marzano, R. (2010). High expectations for all. *Educational Leadership*, 68(1), pp. 82-85.
- Rist, R. (2000). "Student Social Class and Teacher Expectations: The Self-Fulfilling Prophecy in Ghetto Education." *Harvard Education Review*. 3rd ser., pp.1-28.
- Saphier, J., & Gower, R. R. (1997). *The skillful teacher: Building your teaching skills*. Acton, Mass: Research for Better Teaching. (Selected readings.)
- Singham, M. (1998). *The canary in the mine*. Phi Delta Kappan, 80(1): pp. 9-15.
- Tough, P. (2006). What It Takes To Make a Student. *The New York Times Magazine*.
- Tschannen-Moran & Hoy. (2000). *Teaching and Teacher Education*. Vol. 17, pp. 783.

### Sessions

Session 1: Introducing Teacher Mindsets (1.5 hours)

Session 2: Reflecting on Mindsets (IP, 2 hours)

Session 3: Communicating Mindsets (IP, 2 hours)

### Hours Total (OL)

5.5 (1.5) + AP

### Module Title

CC-100: Writing & Teaching Classroom Procedures, Summer 1

### Module Summary

A minute of class time might not seem like a lot, but over time the minutes add up. Imagine students spend one minute moving from the rug to their desks. What if they have to move back? That's two minutes. What if they do this twice a day for 180 days? That's 720 minutes a year, or 12 hours of class time! Two whole school days spent moving from the rug to the desks and back. Time is a teacher's most precious commodity. You can mitigate time lost by establishing clear procedures. If you reduce a one-minute transition from the rug to the desks to 10 seconds with an efficient procedure, you save 10 hours of instructional time over the course of the year. In this module, you'll first identify any essential safety or content-specific procedures in your class and any time-wasting moments. You will then write efficient, thoughtful and age-appropriate procedures. You'll learn how to teach your procedures so that students execute them quickly and joyfully, and you'll practice teaching a procedure to your colleagues.

### Module Goal(s)

- The teacher will plan efficient procedures that will save time
- The teacher will teach procedures effectively
- The teacher will describe the developmental appropriateness of planned procedures

### Module Assessment

Teachers will create a classroom-procedures plan with at least two procedures. In this plan, teachers will detail what each procedure is meant to accomplish, how students will perform each procedure, how and when it will be taught, and why the procedure is developmentally appropriate.

Additionally, teachers will teach one of these procedures to colleagues. Teachers will focus on 1) modeling the procedure and having students model, 2) breaking the procedure into small steps, and 3) practicing the procedure with students.

<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Jones, F. (2000). <i>Tools for teaching</i>. Santa Cruz, CA: Fredric H. Jones &amp; Associates, Inc., pp. 125-128</li> <li>• Lemov, D. (2010). <i>Teach Like a Champion</i>. San Francisco, CA: Jossey-Bass., pp. 151-163; 197-199</li> <li>• McKinley, J. (2010). <i>Raising black students' achievement through culturally responsive teaching</i>. Alexandria, VA: ASCD., pp. 52-54</li> <li>• Saphier, J., Haley-Speca, M. A., &amp; Gower, R. (2008). Routines. <i>The skillful teacher: Building your teaching skills</i>. Acton, MA: Research for Better Teaching, Inc., pp. 68-71</li> <li>• Tomlinson, C. A. &amp; Imbeau, M. B. (2010). <i>Leading and managing a differentiated classroom</i>. Alexandria, VA: ASCD., pp. 102-114</li> <li>• Wong, H. and Rosemary Wong. (2004). <i>The first days of school: How to be an effective teacher</i>. Mountain View, CA: Harry K. Wong Publications., pp. 174-184</li> </ul>
<b>Sessions</b>
Session 1: The First Few Minutes (OL) Session 2: Getting & Keeping Students' Attention (OL) Session 3: "Seat Signals" (OL) Session 4: Transitions (OL) Session 5: Teaching Procedures (OL) Session 6: Identifying Even More Procedures (IP) Session 7: Practice (IP) Session 8: Write Plans (IP)
<b>Hours Total (OL)</b>
8 (3) + AP

<b>Module Title</b>
CC-101: Classroom Management Systems, Summer 1
<b>Module Summary</b>
<p>In order to learn, students need to feel safe. To feel safe, they need a certain amount of predictability from their environments. They need assurances that from day to day there will be a consistency on which they can rely.</p> <p>Classroom rules help provide that structure. In this module, you will learn how to craft rules that don't control students but rather teach them how to operate in a safe environment. You'll learn how to reinforce the behaviors you <i>want</i> in a way that reduces the behaviors you <i>don't</i> want. And you'll also learn how to engage in the very necessary practice of correcting students when they misbehave. By the end of this session, you will have created a Behavior Management Plan consisting of a short list of rules, a way to positively support good behavior, and a list of steps designed both to curb bad behavior and to help students learn from it.</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will create a short list of clear, simple and content-appropriate rules that are positively framed and observable</li> <li>• The teacher will create a system of positive support strategies</li> <li>• The teacher will determine a logical list bank of corrective actions to match to student misbehavior</li> <li>• The teacher will create a developmentally appropriate classroom management system</li> </ul>
<b>Module Assessment</b>
Teachers will write a behavior management plan that includes rules, corrective actions, and steps for positive reinforcement.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Canter, L. (1988). Let the Educator Beware: A Response to Curwin and Mendler. <i>Educational Leadership</i>, October, pp. 71-73.</li> </ul>

<ul style="list-style-type: none"> <li>• Canter, L. (2006). <i>Classroom Management for Academic Success</i>. The Behavior Management Cycle. Bloomington, IN: Solution Tree Press. Selected readings.</li> <li>• Canter, L. (2009). <i>Lee canter's assertive discipline: positive behavior management for today's classroom</i>. Canter &amp; Assoc., pp. 23-28</li> <li>• Curwin, R. (1988). Packaged discipline programs: let the buyer beware. <i>Educational Leadership</i>, October, pp. 68-71.</li> <li>• Wong, H. and Rosemary Wong. (2004). <i>The first days of school: How to be an effective teacher</i>. Mountain View, CA: Harry K. Wong Publications. pp. 174-184</li> </ul>
<b>Sessions</b>
Session 1: Rules (OL) Session 2: Reinforcement Systems (OL) Session 3: Corrective Actions (OL) Session 4: Management Plans (IP) Session 5: Writing (IP)
<b>Hours Total (OL)</b>
6 (1.5 OL) +AP

<b>Module Title</b>
CC-110: Introduction to Classroom Management, Summer 1
<b>Module Summary</b>
<p>Classroom management is one of the most important and most challenging aspects of teaching. The ultimate goal of classroom management is student success and learning. In order to learn and succeed academically, students need to feel safe in the classroom. To feel safe, they need assurances that from day to day there will be a consistency on which they can rely.</p> <p>Your classroom management in the moment, in conjunction with routines and procedures and a well-planned classroom management system, helps provide that structure. In this module, you will learn how to ready yourself for management, set precise expectations for your students, reinforce those expectations, and respond consistently when student behavior is detracting from student success and learning.</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will develop foundational skills for creating a calm, positive, and productive classroom culture</li> <li>• The teacher will clearly communicate precise instructions for student behavior</li> <li>• The teacher will reinforce expectations</li> <li>• The teacher will respond consistently to behavior using appropriate corrective actions</li> <li>• The teacher will manage in a way that is developmentally appropriate for the students in the room (NSTA 3d)</li> </ul>
<b>Module Assessment</b>
The teacher will teach a lesson to colleagues acting as students. Some of the “students” will behave with developmentally appropriate and common misbehaviors. The teacher will set expectations, reinforce expectations, and respond when necessary.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Delpit, L.D. (2012) Multiplication is for white people: Raising expectations for other people’s children. New York: New Press.</li> <li>• Milner, R. and Tenore, B. (2010). Classroom Management in Diverse Classrooms. <i>Urban Education</i>, 45, 5.</li> </ul>

- Gay, G. (2000). *Culturally responsive teaching: Theory, research and Practice*. New York: Teachers College.
- Canter, L. (2010). *Assertive Discipline*. (4<sup>th</sup> ed.). Bloomington, IN: Solution Tree Press. pp.15-20; 199-201
- Lemov, D. (2010). *Teach Like a Champion*. San Francisco, CA: Jossey-Bass. pp.84-88; 167-177; 199-201
- Lortie, D.C. (2002). *Schoolteacher*. Chicago: The University of Chicago Press

#### Sessions

Session 1: Ready Yourself (OL)  
 Session 2: Set Expectations (OL)  
 Session 3: Reinforce Expectations (OL)  
 Session 4: Respond Consistently (OL)  
 Session 5: Ready, Set Practice (IP)  
 Session 6: Reinforce Practice (IP)  
 Session 7: Respond Practice (IP)  
 Session 8: Management Scrimmages (IP)

#### Hours Total (OL)

9 (3 OL) + AP

#### Module Title

CC-111: Setting the Tone, Summer 1

#### Module Summary

In this module, you will learn how to establish a tone in your classroom that clearly communicates that you care about your students and that you will not only *have* high expectations for them, but that you will *follow through* with these expectations. This tone will help you build a classroom culture that supports learning and fosters trust.

During the five online sessions, you will learn concrete techniques that establish this kind of tone in your classroom. You will read about these techniques and watch video clips of teachers using them with students. Following the online sessions, you will have the opportunity to practice these techniques in person with your colleagues.

The final assignment for this module will assess your ability to effectively communicate (verbally and non-verbally) using a "Warm/Demanding" tone during a mock lesson.

#### Module Goal(s)

- The teacher will create a "Warm" tone by inspiring her students and consistently showing respect
- The teacher will create a "Demanding" tone by demanding 100% attentiveness, communicating in a focused way, and using a formal register

#### Module Assessment

Teachers will execute a mini-lesson to their colleagues acting as students. While executing the mini-lesson, teachers will demonstrate a warm and demanding tone that motivates students to participate in the lesson.

#### Selected Readings

- Bondy, E. D. (2008). The Teacher as Warm Demander. *Educational Leadership*, 66(1), pp. 54-58.
- Lemov, D. (2010). *Teach Like a Champion*. San Francisco, CA: Jossey-Bass. pp. 51-55; 183-190; 205-209; 213-214; 219-223
- Lemov, D. (2012). *Teach Like a Champion Field Guide: A Practical Resource to Make the 49 Techniques Your Own*. San Francisco, CA: Jossey-Bass.
- Wilson, B. & Corbett, D. (2001). *Listening to urban kids: school reform and the teachers they want*. Albany,

NY: State University of New York Press. pp. 63-64.
<b>Sessions</b>
Session 1: Setting the Tone (OL) Session 2: Stepping Stones (OL) Session 3: “Strong Voice” (OL) Session 4: “Positive Framing” (OL) Session 5: Bringing It Together (OL) Session 6: Finding Your “Warm/Demanding” Voice (IP) Session 7: Practice (IP) Session 8: Execution (IP)
<b>Hours Total (OL)</b>
13.5 (6) + AP

<b>Module Title</b>
TECH-101: Introduction to Student Technology at Relay GSE
<b>Module Summary</b>
Welcome to TECH-101: Introduction to Student Technology at Relay GSE! About 40% of Relay GSE's curriculum is online, and so it is important that you are familiar with the Course Platform and the other technology tools that you will use while enrolled in this program. The video above gave you a broad overview of online learning at Relay GSE: how much of Relay's content is online, how you can find your online work, and how to be an effective online learner. The rest of this module will jump into the nuts and bolts of how to effectively navigate the Course Platform, complete online work, create and upload assessments (including video assessments), and view your feedback. You should complete this online module prior to beginning class work at Relay GSE, and then refer to it as often as necessary throughout your time at Relay.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The graduate student will demonstrate the ability to navigate the Course Platform</li> <li>• The graduate student will successfully upload a compressed video to the Course Platform</li> </ul>
<b>Module Assessment</b>
At the end of Tech-101, there will be a quiz to demonstrate proficiency.
<b>Selected Readings</b>
N/A
<b>Sessions</b>
Session 1: Technology Orientation Session 2: Preparing Your Computer Session 3: Navigating the Course Platform Session 4: Filming, Editing, and Exporting Videos Session 5: Submitting Assessments and Viewing your Scores Session 6: Contacting the Technology Team Session 7: Module Assessment
<b>Hours Total (OL)</b>
0



# Fall 1

<b>Module Title</b>
TC-101: Designing & Evaluating Assessments, Fall 1
<b>Module Summary</b>
<p>Assessment is a popular, and often controversial, topic in education. No matter what you believe politically about assessment of student learning, it is a critical aspect of the teaching cycle. Assessment allows us to make inferences about what our students know and what they are able to do. We can then use that assessment data to make decisions about how best to meet our students' needs, but this process will only be effective if what we capture is reliable. In this module, we will look at the characteristics of high-quality assessment items, learn how to procure assessment items, write our own assessment items, and intentionally construct a well formatted assessment that is aligned to a standard.</p> <p>In this module, teachers begin by exploring validity and reliability and the relationship between validity and inferences about what students know. From there, teachers identify rules for designing strong multiple choice items while also exploring when and why a multiple choice assessment item might be an appropriate type of assessment. Similarly, teachers explore and practice designing constructed responses with a similar analysis of when and why to use this form of assessment. In both of these, teachers explore the different use and design of formative and summative assessments- specifically monitoring how student understanding shifts during instructions.</p> <p>From here, teachers explore item procurement and evaluate procured assessment items, explore assessment design and construction, and plan a sample assessment aligned to their content area. Teachers then receive personalized and content-specific feedback from their instructors on their sample assessment and use that to create a final assessment they will use with their students.</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"><li>• The teacher will design and evaluate assessment items based on the rules of item design</li><li>• The teacher will construct an assessment aligned to a chosen standard (NSTA 3c)</li><li>• The teacher will construct an assessment that is formatted to improve efficiency</li></ul>
<b>Module Assessment</b>
Teachers will create a formatted six-item assessment aligned to a standard that includes at least two self-designed selected-response items and one self-designed constructed-response item. For each item, the teacher must write an evaluation based on the rules of item design.
<b>Selected Readings</b>
<ul style="list-style-type: none"><li>• Bambrick-Santoyo, P. (2009). Writing/selecting the right interim assessment. In <i>The view from the pool</i> pp. 14-15.</li><li>• Burton, S.J., Sudweeks, R.E., Merrill, P.F., &amp; Wood, B. (1991). <i>How to prepare better multiple-choice items: Guidelines for university faculty</i>. Brigham Young University Testing Services and The Department of Instructional Science. pp. 11</li><li>• Christmann, E. P., &amp; Badgett, J. L. (2009). <i>Interpreting assessment data: Statistical techniques you can use</i>. Arlington, VA: NSTA Press. pp. 115-121</li><li>• Koretz, D. M. (2009). <i>Measuring up, what educational testing really tells us</i>. Harvard University Press.</li><li>• McMillan, J. H. (2007). <i>Classroom assessment: Principles and practice for effective standards-based instruction</i>, 4th ed. Boston: Pearson. pp. 56-89; 158-159; 252-264</li><li>• McMillan, J.H. (2011). <i>Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction</i>. Boston, MA: Pearson Education, Inc. 5<sup>th</sup> Edition, pp. 176-181</li><li>• Miller, D.M., Linn, R.L., and Gronlund, N.E. (2009). <i>Measurement and Assessment in Teaching</i> Upper Saddle River, NJ: Pearson Education, Inc. pp. 202-204; 240-246; 336-337.</li></ul>

- Reynolds, C., Livingston, R., and Willson, V. *Measurement and Assessment*, 2nd ed. Boston: Pearson. pp. 195-221.

#### Sessions

Session 1: Inference (OL)  
 Session 2: Item Construction (OL)  
 Session 3: Item Procurement (OL)  
 Session 4: Assessment Blueprint (OL)  
 Session 5: Assessment Construction (OL)  
 Session 6: Putting It All Together (IP)

#### Hours Total (OL)

6.75 (4.25) + AP

#### Module Title

TC-122: Introducing New Material, Fall 1

#### Module Summary

Introducing new material to your students is more than just “bestowing knowledge.” Great teachers find the best ways to deliver material and proactively avoid confusion; they're clear and concise in order to ensure that their students understand. In this module, you'll learn a step-by-step process for planning and delivering clear and "sticky" introduction to new material (INM). First, you'll set a vision for student mastery. Then, you'll learn how to choose an effective instructional delivery method that aligns with the type of material you're introducing. You'll explore how and when to use think alouds, lectures, inquiry, discussions, centers an modeling to engage students with new content and ideas. In all of these formats, you'll learn and practice delivering new material with clarity and concision. You'll walk out of your in-person session with feedback from your colleagues and with next steps for improving your introduction of new material.

#### Module Goal(s)

- The teacher will employ a variety of effective instructional delivery methods (NSTA 3a)
- The teacher will identify and address potential student misconceptions or confusion
- The teacher will use clear and concise speech

#### Module Assessment

The teacher will submit (1) a written lesson vision, (2) a written video analysis, (3) a 4-6 minute video clip showcasing introduction to new material, and (4) the lesson plan to accompany the video.

#### Selected Readings

- Heath, C. & Heath D. (2010). *Made to stick*. New York: Random Rouse.
- Heath, C. & Heath D. (2010). Teaching that sticks. pp. 1-11
- Saphier, J., Haley-Speca, M., & Gower, R. (2008). *The Skillful Teacher*. Acton, MA: Research for Better Teaching. pp. 171-190.

#### Sessions

Session 1: Effective Introduction to New Material (OL)  
 Session 2: Instructional Delivery Methods (OL)  
 Session 3: Anticipating Misconceptions and Confusion (OL)  
 Session 4: Clear Speech (OL)  
 Session 5: Putting It All Together (IP)

#### Hours Total (OL)

5.5 (3) + AP

#### Module Title

**Module Summary**

Teaching a year's worth of science content can feel like both a sprint and a marathon. Either way, coming strong off of the starting blocks matters!

In this module, teachers will gain familiarity with Next Generation Science Standards. Teachers will develop a plan for their year-long instruction — aligning either with state curriculum standards or with the NGSS. Teachers will also learn how to break down standards into daily learning objectives.

**Module Goal(s)**

- The teacher will draft strong daily objectives that are aligned to standards
- The teacher will create a year-long teaching plan based on national curriculum standards (NSTA 1c)
- The teacher will demonstrate knowledge of aspects of science

**Module Assessment**

Teachers will submit a year-long set of standards grouped by unit and five days of standards-aligned learning objectives.

**Selected Readings**

- Achieve, Inc. (2013). Next Generation Science Standards.
- Barman, C. R. (1997). Students' views of scientists and science: Results from a national study. *Science and Children*, 35(1), 18-23.
- Barman, C. R. (1999). Completing the study: High school students' views of scientists and science. *Science and Children*, 36(7), 16-21.
- Bowen, M. & Haysom, J. (2010). *Predict, observe, explain: Activities enhancing scientific understanding*. Arlington, VA: NSTA Press, p 77.
- Centers for Disease Control and Prevention. (2003). *General Classroom Conditions: Self-Inspection Checklist*
- Dunne, F., Frazer, E., Thompson-Grove, G. (2013). Pocket Guide to Probing Questions. Bloomington, IA: National School Reform Faculty
- Feynman, R. (1997). What is science? Re-printed in *Resonance: Journal of Science Education*, 16(9), 860-873
- Greenleaf, C., Moje, E., Pearson, P. D. (2010). Literacy and science: Each in the service of the other. *Science*, 328, 459-462
- Hess, K. (2009). Hess' cognitive rigor matrix and curricular examples. National Center for the Improvement of Educational Assessment, Inc.
- Hines, P.J., McCartney, M., Wible, B. (2010). "Learning to Read, Reading to Learn." *Science*. 328, 447.
- Lee, O., Quinn, H. & Valdes, G. (2013). Science and Language for English Language Learners in Relation to Next Generation Science Standards and with Implications for Common Core State Standards for English Language Arts and Mathematics. *Educational Researcher*
- Merten, S. (2003). Curriculum versus the volcano. *The Science Teacher*, 70(9), 10.
- National Research Council. *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Washington, DC: The National Academies Press, 2012.
- Sagan, C. (1997). *The demon-haunted world: Science as a candle in the dark* (pp. 29-32). London: Headline Book Publishing.
- Shmaefsky, B. (2004). Tips for using demonstrations effectively. *Journal of College Science Teaching*, 33(7), 60-62.
- Shmaefsky, B. R. (2005). MOS: The critical elements of doing effective classroom demonstrations. *Journal of College Science Teaching*, 35(3), 44-45.
- Snow, C.E. (2010). Academic Language and the Challenge of Reading for Learning About Science. *Science*, 328, pp 450-452.
- U.S. Consumer Product Safety Commission, Centers for Disease Control and Prevention, and

National Institute for Occupational Safety and Health. (2006). <i>School Chemistry Laboratory Safety Guide</i>
<b>Sessions</b>
Session 1: Welcome to Teaching Science Session 2: The Next Generation Science Standards (NGSS) Session 3: From Standards to Objectives Session 4: Standards and Objectives Practice Session 5: More Practice with Scope and Sequence Objectives Session 6: Assessment Drafting Session 7: Differentiated Workshops
<b>Hours Total (OL)</b>
15.5 (6.5)

<b>Module Title</b>
SCI-111: Fundamentals of Inquiry, Fall 1
<b>Module Summary</b>
If a student wants to make the basketball team, we send her hustling to the courts. If a student wants to be a cook, we advise him to break out a frying pan. But for some reason, the typical science classroom foregoes the methods and the equipment of science for, well, a series of lectures. Why do we suspect that students will learn something as complex as science by watching? In this module, you'll design activity-before-concept (ABC) lessons that start students down the path of learning science through inquiry. You'll use ABC lessons to better introduce both content (like science vocabulary) and skills, taking advantage of methods that pedagogical research suggests can improve outcomes for all students and reduce or eliminate achievement gaps.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will implement an effective, aligned intro to new material in an activity-before-concept lesson (NSTA 2a, NSTA 2b)</li> <li>• The teacher will implement an effective, aligned practice of vocabulary in an activity-before-concept lesson</li> <li>• Teachers will plan a learning experience demonstrating chemical safety, safety procedures, and the ethical treatment of living organisms. (NSTA 3d, NSTA 4a, NSTA 4b, NSTA 4c)</li> <li>• The teacher will demonstrate knowledge of aspects of science (NSTA 1a, NSTA 1b)</li> <li>• The teacher will demonstrate knowledge of aspects of discipline-specific literacy</li> </ul>
<b>Module Assessment</b>
Teachers will implement an active-learning, activity-before-concept lesson that reinforces a science process skill and sets the stage for effective vocabulary practice of one or more key content words. Teachers will submit a lesson plan and video evidence.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Achieve, Inc., on behalf of the twenty-six states and partners that collaborated on the NGSS. (2013). <i>The next generation science standards: Executive summary</i>.</li> <li>• Banchi, H. &amp; Bell, R. (2008). The many levels of inquiry. <i>Science and Children</i>. 46(2), 26-29.</li> <li>• Bravo, M. &amp; Cervetti, G. (2008). Teaching vocabulary through text and experience in content areas. In A. Farstrup &amp; J. Samuels (Eds.). <i>What research has to say about vocabulary instruction</i>. (1<sup>st</sup> Ed.) Washington, DC: International Research Association.</li> <li>• Clark, R.E., Kirschner, P.A. &amp; Sweller, J. (2012). Putting students on the path to learning: The case for fully-guided instruction. <i>American Educator</i>, 36(1), pp 6-11.</li> <li>• Cox, K., Jackson, J. &amp; Tripp, S. (2011). Interactive word walls: Transforming content vocabulary instruction. <i>Science Scope</i>, 35(3), 45-49.</li> <li>• Eisenkraft, A. and Freebury, G. (2011) <i>Active Chemistry</i> (Florida Ed.). Mount Kisco, NY: It's About</li> </ul>

Time/Herff-Jones, pp 48 – 59.

- Eisenkraft, A. (2012, March). *High School Labs – It's as easy as ABC!* Paper presented at the National Science Teachers' Association Convention, Indianapolis, IN.
- Granger, E. *et al* (2012). The efficacy of student-centered instruction in supporting science learning. *Science*. 338(105), pp 105-107.
- Greenleaf, C., Murphy, L., Schoenbach, R. (2013). *Reading for Understanding* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.
- Jackson, J.K., and G. Ash. (2011). Science achievement for all: Improving science performance and closing achievement gaps. *Journal of Science Teacher Education*
- Llewellyn, D. (2007). Making the Most of Concept Maps. *Science Scope*, 30(5), 74-77.
- Llewellyn, D. (2013). *Teaching high school science through inquiry and argumentation*. (2<sup>nd</sup> Ed.). Thousand Oaks, CA: Corwin Press, pp 10-14
- Levine, J. and Miller, K. (2010). *Biology: New York Living Environment* (“1st Macaw” ed.). Upper Saddle River, NJ: Pearson Prentice-Hall.
- Manzo, A., Manzo U., & Thomas, M. (2009). *Content area literacy: A framework for reading-based instruction* (5<sup>th</sup> ed.). Hoboken, NJ: Wiley/Jossey-Bass Education. p 150.
- Marzano, R. (2004). Building Academic Background Knowledge Through Direct Vocabulary Instruction. *Building Background Knowledge for Academic Achievement: Research on What Works in Schools*. Alexandria, VA: Association for Supervision and Curriculum Development, 62-90.
- Nagy, W. & Stahl, S. (2005). *Teaching Word Meanings*. Mahwah, NJ: Lawrence Erlbaum Associates
- National Research Council. *Taking Science to School: Learning and Teaching Science in Grades K-8*. Washington, DC: The National Academies Press, 2007.
- Rutherford, J. (1990). *Science for All Americans*. New York, NY: Oxford University Press.
- Willingham, D.T. (2009). *Why don't students like school?: A cognitive scientist answers questions about the how mind works and what it means for your classroom*. San Francisco, CA: Jossey-Bass, p.63.
- Wormelli, R. (2005). *Summarization in any subject: 50 techniques to improve student learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

### Sessions

Session 1: What is Inquiry? (OL)

Session 2: Implementing ABC Lessons (IP)

Session 3: Lab Skills, Safety, and Data Skills in Inquiry Lessons (OL)

Session 4: Peer Review – Demonstrations I (OL)

Session 5: Integrating Science Practices (IP)

Session 6: The Word Gap (OL)

Session 7: Effective Vocabulary Practice (OL)

Session 8: Integrating Vocabulary Instruction (IP)

### Hours Total (OL)

18 (4.5)

### Literacy Hours & Connections

6.5 hours:

### Module Title

SOP-105: The Together Teacher, Fall 1

### Module Summary

In this module, you will examine the purpose of planning ahead, determine one best place to keep your time and to-dos, and how your personal organization system interacts with your day-by-day practices. You will learn specific techniques to help you plan your flexible time, create one comprehensive calendar from many, separate your to-dos into short- and long-term items, record your various thoughts as they come up, and

efficiently capture meeting and PD notes. You will also learn benefits and drawbacks of various organization tools, which should help you select the best ones for yourself in order to create/improve a tool of your own.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will describe a pre-The Together Teacher organizational tool and identify what needs to be improved</li> <li>• The teacher will improve one organizational tool</li> </ul>
<b>Module Assessment</b>
Teachers will describe a tool from their current organizational system that they would like to improve (or create) and then, using insights from this module, improve (or create) the tool.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Froschauer, Linda. (2010). <i>The frugal science teacher, PreK-5: strategies and activities</i>. Danvers, Ma: National Science Teachers Association, pp. 21-40; 51-90.</li> <li>• Heyck-Merlin, M. (2012). <i>The Together Teacher</i>. San Francisco, CA: Jossey Bass. pp. 32-36; 60-66; 80-82; 102-108; 120-124; 144-152</li> </ul>
<b>Sessions</b>
Session 1: Weekly/Daily Worksheets Session 2: Comprehensive Calendar Session 3: Upcoming To-Do Lists Session 4: Thought Catchers Session 5: Meeting & PD Notes Session 6: Weekly Round-Up
<b>Hours Total (OL)</b>
6.25 (6.25)

<b>Module Title</b>
SOP-111: Exploring Teacher Identity, Fall 1
<b>Module Summary</b>
<p>Who are you? What defines you? And how do your ideas about your own identity compare to the ways in which members of your school community — students, families, colleagues, etc. — might perceive you? This module acknowledges the importance of identity and the power of perception and is intended to support you in reflecting on the connection between self and other people.</p> <p>In this module, you will explore your personal identity markers (e.g., race, class) in the context of your role as a teacher of your students, and you will reflect upon a bias or commonly held belief you bring to your teaching. You will also learn about interlocking systems of oppression and reflect upon the implications of these systems for your teaching practice. In the final in-person session, you'll have the chance to practice a debiasing technique – perspective taking – through role-playing crucial conversations with members of your school community.</p> <p>Your module assessment is a two- to four-page, double-spaced reflection on identity and bias.</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will explore the significance of (at least) one of her identity markers in the context of her role as a teacher of her students</li> <li>• The teacher will name one of her own race- or class-related biases or commonly held beliefs and make explicit connections to her identity, culture, or experiences</li> <li>• The teacher will propose observable ways to self-monitor and unlearn her bias or commonly held belief</li> </ul>
<b>Module Assessment</b>
Teachers will write a reflection discussing their learning regarding identity and bias.



<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>Aronson, J. (2008). Knowing Students as Individuals. In M. Pollock (Ed.), <i>Everyday Antiracism</i> (pp. 67 - 69). New York: The New Press.</li> <li>Berlak, A. &amp; Moyenda, S. (2001). <i>Taking it personally: Racism in the classroom from kindergarten to college</i>. Philadelphia, PA: Temple University Press.</li> <li>Delpit, L. (2012). "Multiplication is for white people:" <i>Raising expectations for other people's children</i>. New York: The New Press.</li> <li>Freire, P. (2000). <i>Pedagogy of the oppressed</i>. New York: Continuum.</li> <li>Howard, G. (2006). <i>We Can't Teach What We Don't Know: White Teachers, Multiracial Schools</i>. New York: Teachers College Press.</li> <li>Lorde, A. (1995). "Age, race, class, and sex: Women redefining difference." In P. Rothenberg (ed.), <i>Race, class, and gender in the United States: An integrated study</i>, 3d ed, 445-51. New York: St. Martin's Press.</li> <li>Noguera, P. (2008). <i>The trouble with black boys: Essays on race, equity, and the future of public education</i>. San Francisco: Jossey-Bass.</li> <li>Perry, T., Steele, C., &amp; Hilliard, A.G. (2003). <i>Young, gifted, and black: Promoting high achievement among African-American students</i>. Boston: Beacon Press.</li> <li>Steele, C. (2003). Stereotype Threat and African-American Student Achievement. In <i>Young, Gifted, and Black: Promoting High Achievement Among African-American Students</i> (pp. 109-130). Boston: Beacon Press.</li> <li>Tajfel, H. and Turner, J. C. (1986). The social identity theory of inter-group behavior. In S. Worchel and L. W. Austin (eds.), <i>Psychology of intergroup relations</i>. Chicago: Nelson-Hall.</li> <li>Tatum, B. D. (2003). "Why are all the black kids sitting together in the cafeteria?" <i>A psychologist explains the development of racial identity</i>. Basic Books.</li> <li><i>White teacher/diverse classrooms: Creating inclusive schools, building on students' diversity, and providing true educational equity (2<sup>nd</sup> edition)</i>. (2011). Stylus Publishing.</li> </ul>
<b>Sessions</b>
Session 1: Setting the Stage (OL) Session 2: Exploring Identity (OL) Session 3: Bias as Norm (IP) Session 4: Interlocking Systems of Oppression (OL) Session 5: Perspective Taking in Crucial Conversations (OL)
<b>Hours Total (OL)</b>
8 (3)

<b>Module Title</b>
SOP-101: The First Month of Teaching, Fall 1
<b>Module Summary</b>
The first month of teaching and the first month of school are momentous times! This module is a celebration of what about your teaching so far makes you proud, but also concerns where you want to improve. It is also a chance to practice setting up your camera, gathering classroom footage, and uploading to the Course Platform. In the future, you will be able to look back at this footage to see how much you've grown and reflect on your first month of teaching.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>The teacher will reflect on her instructional practice during the first month of teaching</li> </ul>
<b>Module Assessment</b>
Teachers will upload a video and reflection from the first month of teaching
<b>Selected Readings</b>
N/A
<b>Sessions</b>
Assessment only; no sessions associated with this module.



<b>Hours Total (OL)</b>
0.5 (0)
<b>Module Title</b>
SOP-112: Knowing Students, Families, and Schools, Fall 1
<b>Module Summary</b>
In this module, you will learn about the importance of building relationships with your students and their families, and you'll learn ways to structure relationship-building opportunities into your practice. For your module assessment, you will document how you are using your learning about relationship-building to build new relationships or strengthen existing relationships with students and/or families.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher demonstrates intentionality in her approach to relationship building</li> <li>• The teacher shares documentation of the relationship-building strategy she implements, and she reflects upon the impact of that strategy</li> </ul>
<b>Module Assessment</b>
Teachers will create a plan for building and maintaining relationships with students and families
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Bryk, A.S. &amp; Schneider, B. (2002). <i>Trust in schools: A core resource for improvement</i>. New York: Russell Sage Foundation.</li> <li>• Cameron, C. A., &amp; Lee, K. (1997). <i>Bridging the gap between home and school with voicemail technology</i>. Journal of Educational Research, 90(3), pp. 182-191.</li> <li>• Comer, J. (1987). New Haven's school-community connection. <i>Educational Leadership</i>, 44(6), pp. 13-16.</li> <li>• Cozzarelli, C., Wilkinson, A., Tagler, M. (2001). <i>Attitudes toward the poor and attributions for poverty</i>. Journal of Social Issues, 57(2), pp. 257-259.</li> <li>• Graham-Clay, S. (2005). <i>Communicating with parents: Strategies for teachers</i>. School Community Journal, 15(1), pp. 117-129.</li> <li>• Gregory, A and Ripski, M. (2008.) Adolescent trust in teacher: Implications for behavior in the high school classroom. <i>School Psychology Review</i>, 37 (3): pp. 337-353</li> <li>• Gustafson, C. (1998). <i>Phone home</i>. Educational Leadership, 56(2), pp. 31-32.</li> <li>• Harvard Family Research Project. (2000). <i>A model for family-school-community partnerships</i>. DeWitt Wallace-Reader's Digest Fund.</li> <li>• Lott, B. (2001). <i>Low-income parents and public schools</i>. Journal of Social Issues, 57(2), pp. 247-259.</li> <li>• Moll, L. C., Amanti, C., Neff, D., &amp; Gonzalez, N. (1992). Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms. <i>Theory Into Practice</i>, pp. 132-141.</li> <li>• Noguera, P. A., &amp; Wing, J. Y. (Eds.). (2006). <i>Unfinished Business: Closing the Racial Achievement Gap in our Schools</i>. San Francisco: Josey-Bass. (Selected readings.)</li> <li>• Patterson, K., Grenny, J., McMillan, R., &amp; Switzler, A. (2011.) <i>Crucial conversations: Tools for talking when stakes are high</i>. New York: McGraw-Hill. pp.1-16.</li> <li>• Redding, S., Murphy, M., &amp; Sheley, P., Eds. (2011). Handbook on family and community engagement. Lincoln, IL: Academic Development Institute.</li> <li>• Sebring, P.B., Allensworth, E., Bryk, A., Easton, J., &amp; Luppescu, S. (2006). <i>The essential supports for school improvement</i>. Chicago, IL: Consortium on Chicago School Research at the University of Chicago.</li> <li>• SEDL. (2014). "Partners in education: A dual capacity-building framework for family-school partnerships." SEDL</li> <li>• Teaching Tolerance: A Project of the Southern Poverty Law Center. (2014). Family engagement.</li> <li>• Thomas, A.F. (2011). <i>Know thy students – including my daughter</i>. <i>Middle Ground</i>, 15(1), pp. 19-20.</li> <li>• University of Pennsylvania Graduate School of Education. (2014). <i>Succeeding in the city: A report from the New York City Black and Latino Male High School Achievement Study</i>. The Trustees of</li> </ul>

the University of Pennsylvania.

- Warren, M.R., Hong, S., Rubin, C.L., & Uy, P.S.. (2011). Beyond the bake sale: A community-based relational approach to parent engagement in schools. *Teachers College Record*, 111(9), pp. 2209-2254.

**Sessions**

Session 1: The Value of Relationships (OL, 1 hour)

Session 2: Creating Opportunities to Build Relationships (OL, 1.5 hours)

Session 3: Mindsets and Misconceptions (OL, .5 hours)

**Hours Total (OL)**

3 + AP

<b>Module Title</b>
CC-112: Classroom Management, Fall 1
<b>Module Summary</b>
<p>Classroom management is one of the most important and most challenging aspects of teaching. The ultimate goal of classroom management is student success and learning. In order to learn and succeed academically, students need to feel safe in the classroom. To feel safe, they need assurances that from day-to-day there will be a consistency on which they can rely.</p> <p>Your classroom management in the moment, in conjunction with routines and procedures and a well-planned classroom management system, helps provide that structure. In this module, you will learn how to ready yourself for management, set precise expectations for your students, reinforce those expectations, and respond consistently when student behavior is detracting from student success and learning.</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will develop foundational skills for creating a calm, positive, and productive classroom culture</li> <li>• The teacher will clearly communicate precise expectations to students</li> <li>• The teacher will reinforce expectations</li> <li>• The teacher will respond consistently to behavior using appropriate corrective actions</li> <li>• The teacher will manage in a way that is developmentally appropriate for the students in the room (NSTA 3d)</li> </ul>
<b>Module Assessment</b>
Teachers will be observed, via in-person observation, showing effective classroom management
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Canter, L. (2006). <i>Classroom Management for Academic Success</i>. The Behavior Management Cycle. Solution Tree Press. Bloomington, IN.</li> <li>• Olsen, B. (2008) How Reasons for Entry into the Profession Illuminate Teacher Identity Development.</li> <li>• Ware, F. (2006) Warm Demander Pedagogy: Culturally Responsive Teaching that Supports a Culture of Achievement for African American Students. Sage Publications.</li> <li>• Saphier, J., Haley-Speca, M. A., &amp; Gower, R. R. (2008). <i>The skillful teacher, building your teaching skills</i>. (6th ed.). Acton, MA: Research for Better Teaching. pp. 89-108</li> </ul>
<b>Sessions</b>
<p>Session 1: Ready Yourself (OL)  Session 2: Set Expectations (OL)  Session 3: Reinforce Expectations (OL)  Session 4: Ready, Set, Reinforce, Practice (IP)  Session 5: Respond Consistently (OL)  Session 6: Respond Practice (IP)</p>
<b>Hours Total (OL)</b>
8 (3) + AP

<b>Module Title</b>
CC-113: The First Minutes, Fall 1
<b>Module Summary</b>
<p>First impressions matter. They set the tone for an interaction, and they stick with you long after the interaction ends. The way you greet your students, the procedures you establish for entering the classroom, the first activity students complete, the way you begin a new lesson — each day, the first few minutes of class</p>

<p>send students a strong message about what their experience in your room will be like. In this module, you'll learn how to greet students warmly while reinforcing expectations, as well as how to kick off the lesson in a way that is focused, meaningful, and engaging. The first four sessions of this module are online and, in them, you will learn several techniques and strategies for making the most of the first few minutes of class. Then, in the fifth and final in-person session, you'll practice what you've learned. The module culminates with a video assessment for the first few minutes of your class.</p>
<p><b>Module Goal(s)</b></p> <ul style="list-style-type: none"> <li>• The teacher will implement "Threshold" by positioning herself strategically, greeting students warmly, and reinforcing expectations</li> <li>• The teacher will plan and implement an effective "Do Now," communicate the expectation that students start immediately, and use students' responses to further the lesson</li> <li>• The teacher will frame the big picture of the lesson and activate current knowledge</li> <li>• The teacher will hook students by engaging them and investing them in the objective</li> </ul>
<p><b>Module Assessment</b></p> <p>For this module's assessment, you will submit an un-edited, continuous 10-minute video of classroom entry and the lesson opening along with the assessment template.</p>
<p><b>Selected Readings</b></p> <ul style="list-style-type: none"> <li>• Lemov, Doug (2010). <i>Teach Like a Champion</i>. San Francisco, CA: Jossey Bass. pp. 152-153; 167-177; 197-199.</li> <li>• Saphier, J., Haley-Speca, M. A., &amp; Gower, R. R. (2008). <i>The skillful teacher, building your teaching skills</i>. (6th ed.). Acton, MA: Research for Better Teaching. pp. 162-168.</li> </ul>
<p><b>Sessions</b></p> <p>Session 1: Classroom Entry (OL)          Session 2: Framing and Activating (OL)          Session 3: The Hook (OL)          Session 4: Variations (OL)          Session 5: Practice (IP)</p>
<p><b>Hours Total (OL)</b></p> <p>6.25 (3.75)</p>

<p><b>Module Title</b></p> <p>CC-120: Engaging Everybody, Fall 1</p>
<p><b>Module Summary</b></p> <p>It's not enough for students to be attentive to directions or engaged "in class;" it's engagement <i>in the learning experiences</i> that counts. According to Saphier, Haley-Speca, and Gower in <i>The Skillful Teacher</i> (2008), "Focusing student attention on learning experiences is perhaps the most fundamental management challenge a teacher faces daily, hourly, and moment-to-moment in any classroom" (p. 19).</p> <p>In this module, you will learn about five techniques that will help you engage all your students in key learning experiences throughout your lessons: "Wait Time," "Cold Call," "Call and Response," "Everybody Writes," and "Turn and Talk." At the close of the module, you will be assessed on your ability to effectively engage students in your classroom learning experiences.</p>
<p><b>Module Goal(s)</b></p> <ul style="list-style-type: none"> <li>• The teacher will effectively select and execute strategies for engaging every student in the classroom learning experiences (NSTA 5c)</li> </ul>
<p><b>Module Assessment</b></p> <p>The teacher will demonstrate the effective execution of techniques from this module through submission of a single, edited video "highlight reel" and a video commentary.</p>
<p><b>Selected Readings</b></p> <ul style="list-style-type: none"> <li>• Axelson, R. D., &amp; Flick, A. (2010). Defining student engagement. <i>Change: The Magazine of Higher</i></li> </ul>

*Learning*, 43(1), pp. 38-43.

- Bartholomew, B. (2007). *Why we can't always get what we want*. *The Phi Delta Kappan*, 88(8), pp. 593-598.
- Corso, M., Bundick, M., Quaglia, R., & Haywood, D.E. (2013). Where student, teacher, and content meet: Student engagement in the secondary school classroom. *American Secondary Education*, 41(3), pp. 50-61.
- Lemov, D. (2010). *Teach Like a Champion*. San Francisco, CA: Jossey-Bass. pp. 111-141
- Rowe, M. B. (1986). Wait times: Slowing down may be a way of speeding up. *Journal of Teacher Education*, 37(1), pp. 43-50.
- The College Board. (2003). The Neglected "R:" The Need for a Writing Revolution. College Entrance Examination Board.
- Tyson, M.E.J. & Desai, S. (2012). "God gave us two ears and one mouth for a reason:" Building on cultural wealth through a call-and-response pedagogy. *International journal of multicultural education*. 14(3), pp. 1-17.

### Sessions

Session 1: "Wait Time" (OL)

Session 2: "Cold Call" (OL)

Session 3: "Call and Response" (OL)

Session 4: "Everybody Writes" (OL)

Session 5: "Turn and Talk" (OL)

Session 6: Putting It All Together (OL)

Session 7: Practice (IP)

### Hours Total (OL)

12 (9.5) + AP

# Spring 1

<b>Module Title</b>
TC-102: Using Data to Drive Instruction, Spring 1
<b>Module Summary</b>
<p>The 2002 Oakland Athletics baseball team finished first in their league despite having one of the lowest team salaries in Major League Baseball, and despite losing three of their big-name players to higher-paying teams. How did this team have such a successful year given these obvious disadvantages? If you've read Michael Lewis' bestselling book <i>Moneyball</i>, you'll know it was all about data. Rather than relying merely on gut instincts to select players, Beane and his management team relied on key data to guide their decision-making. They filtered through mounds of information to leverage only those essential data that were indicators of success for leading their team. The result? The team was a huge success, and many other MLB teams soon began replicating Beane's approach.</p> <p>Like the managers of the Oakland A's, in this module you will sift through a large volume of student achievement data to identify the corresponding action steps that will lead your team (students) to greater success. You will learn the skills to successfully analyze and respond to your own data. You will dig deeply into standards, formative assessment items, the data and student responses to uncover the students' strengths and misconceptions revealed through the work and data. You will learn effective strategies for re-teaching, reviewing, and individual student intervention. Game on!</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will analyze student-achievement data to identify strengths and growth areas</li> <li>• The teacher will create a four-week instructional in response to student-achievement data</li> </ul>
<b>Module Assessment</b>
Graduate students will write a data-driven action plan, and will submit accompanying student-achievement data, screenshots of SGA analytics (if applicable), and the annotated unit assessment
<b>Selected Readings</b>
N/A
<b>Sessions</b>
Session 1: Analyzing Data (IP) Session 2: Responding to Data (IP)
<b>Hours Total</b>
5 (0) + AP

<b>Module Title</b>
TC-121: Checking for Understanding, Spring 1
<b>Module Summary</b>
<p>“Any questions?” “Get it?” “Right?” “Make sense?”</p> <p>As a K-12 student, how often did you hear these prompts and others like them? Are you ever tempted to ask similar questions of your students?</p> <p>Great teachers know that it's what students learn, not what the teacher teaches, that determines their students' success, but it can be challenging to measure student learning effectively “in the moment.” Prompts like those above represent attempts — ineffective attempts, but attempts nonetheless — to formatively assess students' knowledge and skills. In other words, these prompts represent good intentions to get a pulse on student learning <i>before</i> the conclusion of the unit or lesson so that the teacher can improve her own instruction and provide students with meaningful feedback.</p>

But you can do so much better.

In this module, you will deepen your understanding of why we check for understanding, learn and practice methods for checking for understanding effectively “in the moment,” and learn and practice ways of adjusting your instruction after checking so that your students are learning *more* every minute of every day.

**Module Goal(s)**

- The teacher will use effective questioning strategies to gather real-time data on student learning
- The teacher will adjust instruction effectively in response to collected data

**Module Assessment**

The teacher will submit (1) a video clip showcasing a questioning strategy, an adjustment strategy, and a written reflection

**Selected Readings**

- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education*, 5(1), pp. 7-74
- Brewster, C., Fager, J., & Northwest Regional Educational Laboratory. (2000). *Increasing student engagement and motivation: From time-on-task to homework*. Portland, Or: Northwest Regional Educational Laboratory. (Selected readings.)
- Cazden, C. B. (1988). *Classroom discourse: The language of teaching and learning*. Portsmouth, NH: Heinemann.
- Fisher, D. & Frey, N. (2007.) *Checking for understanding: formative assessment techniques for your classroom*. ASCD: Alexandria, VA.
- Fuchs, L.S. & Fuchs, D. (1986). *Effects of systematic formative evaluation: a meta-analysis*. *Exceptional Children*, 53(3), pp. 199 – 208.
- Lemov, D. (2010). *Teach like a champion*. San Francisco, CA: Jossey-Bass. pp. 88-92
- Popham, W.J. (2008). Formative assessment: Seven stepping stones to success. *Principal Leadership*, 9(1), pp. 16.
- Reichert, M. (2010). *Reaching boys, teaching boys: Strategies that work and why*. New York: Jossey-Bass. (Selected readings.)
- Rowe, M.B. (1987). “Wait Time: Slowing Down May Be a Way of Speeding Up.” *American Educator*, 11 (1), pp. 38-43, 47.
- Saphier, J., Haley-Speca, M., Gower, R. (2008). *The skillful teacher: Building your teaching skills*. Acton: Research for Better Teaching. pp. 194.
- Stiggins, R. (1999). *Assessment, student confidence, and school success*. *The Phi Delta Kappan*. 81(3), pp. 191-198.
- Wiliam, D. (2011). *Embedded formative assessment*. Solution Tree Press: Bloomington, IN.

**Sessions**

- Session 1: Checking for Understanding (OL)
- Session 2: Practice Checking (IP)
- Session 3: Peer Review (OL)
- Session 4: Adjusting Instruction (OL)
- Session 5: Practice Adjusting (IP)

**Hours Total (OL)**

8 (3) + OL

**Module Title**



SCI-112: Scientific Reading, Writing, & Speaking, Spring 1
<b>Module Summary</b>
Science is a way of learning about the natural world through experimental investigation. But science is also a discourse — a particular way of speaking, reading, and writing. Science teachers are uniquely qualified to help students comprehend this discourse (try asking a non-scientist to explain $E=mc^2$ , or why ontogeny doesn't recapitulate phylogeny). If we want students to do authentic inquiry — to act as apprentice scientists — we need to give them tools for accessing and using language in all its forms. In this module, you'll learn strategies to get students talking, writing, and reading as they do scientific inquiry!
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will plan a questioning script that engages students in an academic discussion</li> <li>• The teacher will select a scientific text of appropriate complexity, and will plan for students to read it using a metacognitive strategy that will improve comprehension (NSTA 3a)</li> <li>• The teacher will plan a writing-to-learn activity that helps students process and informs instruction</li> <li>• The teacher will plan discipline-specific literacy activities that are aligned to objectives</li> <li>• The teacher will demonstrate accurate knowledge of the content (NSTA 1a, NSTA 1b)</li> <li>• The teacher will demonstrate knowledge of aspects of discipline-specific literacy</li> </ul>
<b>Module Assessment</b>
Teachers submit plans for accurate, aligned lesson components that reinforce the development of scientific language.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Barber, J., Bravo, M., Cervetti, G., &amp; Pearson, P. D. (2005). Reading and Writing in the Service of Inquiry-Based Science</li> <li>• Greenleaf, C., Murphy, L. &amp; Schoenbach, R. (2012). Reading for understanding: How reading apprenticeship improves disciplinary learning in secondary classrooms (2nd ed.). San Francisco, CA: Jossey-Bass.</li> <li>• Windschitl, M. et al. (2013). "A Discourse Primer for Science Teachers" [Book Chapter, available online].</li> </ul>
<b>Sessions</b>
Session 1: Inquiry is multimodal (OL, 1 hrs) Session 2: Questioning Scripts (OL, 1 hr) Session 3: Writing to Learn (OL, 1 hr) Session 4: Speaking & Writing During Inquiry (IP, 4.5 hrs) Session 5: Reading in Science (OL 0.5 hrs) Session 6: Selecting Complex Texts (OL, 1 hr) Session 7: The Demands of Complex Texts (OL, 1 hr) Session 8: Reading for Comprehension (IP, 4.5 hrs)
<b>Hours Total (OL)</b>
14.5 (5.5)
<b>Literacy Hours &amp; Connections</b>
14.5 hours

<b>Module Title</b>
SCI-113: Inquiry Through Labs, Spring 2
<b>Module Summary</b>
The laboratory exercise is a hallmark of science class. However, many students experience labs that are more akin to recipe-following than to authentic scientific inquiry. In this module, you will learn how to build student skills — in scientific reasoning, in writing, and in mathematical analysis — while ratcheting up the rigor and authenticity of the lab experience. In addition to learning how to design (and scaffold for) inquiry labs, you will also learn how to create student lab groups and analyze student labs for information about student progress.

<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will execute a scientifically accurate, objective-aligned lesson (NSTA 1a, NSTA 1b, NSTA 1c)</li> <li>• The teacher will execute a safe lab that creates an inquiry learning experience for students (NSTA 2a, NSTA 2b, NSTA 3a, NSTA 3b, NSTA 3d, NSTA 4a, NSTA 4b, NSTA 4c, NSTA 5c)</li> <li>• The teacher will use analysis of student work to inform future instruction (NSTA 3c)</li> <li>• The teacher will demonstrate knowledge of aspects of science</li> </ul>
<b>Module Assessment</b>
Teachers submit a video and lesson plan for an accurate, aligned, inquiry-based formal lab for students. Teachers will also complete a student-work analysis based on the lab, analyzing a high, a medium, and a low-performing student-work sample for specific inquiry skills and content mastery.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Bonevac, Nick (2013). Data and Analysis Manual: Formulas [Percent Error and Percent Difference]</li> <li>• Eisenkraft (2013). "Closing the Gap." The Science Teacher. 80(4): 42- 45.</li> <li>• Hand, D. (2010). Statistics: A Brief Insight. New York: Sterling, 37-47.</li> <li>• National Institutes of Health. (2011-2012). K-12 Challenge Judging Rubric, 2011-12.</li> <li>• Nebraska Department of Education. (2001). Inquiry Student Scoring Rubric.</li> <li>• Wheeler, C. (2012). Basic Math. New York: McGraw-Hill, 55-60, 68-71.</li> <li>• Zumdahl, S., &amp; Zumdahl, S. (2010). Chemistry (8th ed.). Belmont, CA: Brooks/Cole, Cengage Learning, A1-A2, 11-17, 18-21.</li> </ul>
<b>Sessions</b>
<p>Session 1: Inquiry-Based Labs (OL, 1 hr)</p> <p>Session 2: Inquiry-Based Labs: Promise and Peril (IP, 4.5 hrs)</p> <p>Session 3: Peer Review – Demonstrations II (OL, 0.5 hrs)</p> <p>Session 4: Student Work Analysis (OL, 1 hour)</p> <p>Session 5: Scaffolding for Inquiry (IP, 4.5 hrs)</p> <p>Session 6: Quantitative Skills Refresher (OL, 0.5 hrs)</p> <p>Session 7: Writing in Science: Text Structures &amp; Criteria For Success (OL, 1 hr)</p> <p>Session 8: Writing &amp; Mathematics in Labs (IP, 4.5 hrs)</p>
<b>Hours Total (OL)</b>
17.5 (4)
<b>Literacy Hours &amp; Connections</b>
2.5 hours

<b>Module Title</b>
TC-124: Student Practice, Spring 1
<b>Module Summary</b>
It is often said that “practice makes perfect.” In reality, only “perfect practice makes perfect.” But what makes for perfect practice? By the conclusion of this module, you should be able to plan and execute effective student practice in your classroom. Before planning effective practice, you must first be clear about the type of objective your students are attempting to master because that will determine how they should practice. In the first of three online sessions, you will explore objective types. In the second online session, you will learn four key principles common across all effective student practice ("At-Bats," Gradual Release, Monitor & Adjust, and Alignment to the Objective). In the final online session, you will learn concrete strategies to make student practice most effective as you gradually release responsibility for objective mastery during your student practice. In the final session, in person, you will work to improve the efficacy of your student practice through collaborative planning, role play, and exemplar video review. As your final assessment for this module, you will submit a video and any supporting materials that showcase student practice in your classroom.

<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will provide “At-Bats” that are appropriate in number, type, and level of independence given the objective</li> <li>• The teacher will gradually release the cognitive work to the students</li> <li>• The teacher will monitor student learning and adjust practice accordingly</li> <li>• The teacher will leverage practice that is aligned to the objective</li> </ul>
<b>Module Assessment</b>
Teachers will effectively execute student practice in a classroom video and supporting lesson materials. <i>This module will be assessed jointly with TC-122: Introducing New Material. Teachers’ assessments will be scored on separate rubrics.</i>
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Dean, C., Hubbell, E., Pitler, H., and Stone, B. (2012). <i>Classroom instruction that works: Research-based strategies for increasing student achievement: Second Edition</i>. Alexandria, VA: ASCD.</li> <li>• Marzano, R. (2007). <i>The art and science of effective teaching: A comprehensive framework for effective instruction</i>. Alexandria, VA: ASCD. Pp. 60-65; 72-81</li> </ul>
<b>Sessions</b>
Session 1: What’s Your Objective? (OL) Session 2: Principles of Student Practice (OL) Session 3: Strategies for Student Practice (OL) Session 4: Planning & Leading Student Practice (IP)
<b>Hours Total (OL)</b>
4.5 (3) + AP

<b>Module Title</b>
SGA-101: Year 1 Pathway, Spring 1
<b>Module Summary</b>
<p>Ever get lost? It’s the worst! It’s good to have GPS, but it’s even better to start out with a clear roadmap to get you from point A to point B. It’s no fun to try and find your way after you’ve already gotten started.</p> <p>The same rule applies to academic achievement. Teachers and students reach Ambitious Academic Goals by investing time up-front to create a clear and thoughtful plan, or Pathway, and by working hard to achieve their goals throughout the school year.</p> <p>What should your Pathway include, and where do you begin? That’s exactly what this module is about. In SGA-101: Year 1 Pathway, you will learn all about The Relay GSE Pathway for Measuring Academic Achievement, a five-step process for setting and measuring meaningful Academic Goals for your students. You’ll leverage your learning from the previous module — Students, Schools and Families — to align your Pathway to your particular teaching context.</p> <p>By the end of this module, you will have started on a clear and thoughtful Pathway representing the planning, intention, and dedication needed to see your students achieve their Academic Goals by the end of the school year. You will know where your students stand, where they need to be, and what it means to get them there. Let’s begin!</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will articulate principles for measuring student achievement</li> <li>• The teacher will create a plan to measure student learning for the year (NSTA 3c)</li> </ul>
<b>Module Assessment</b>
In this assessment, graduate students will create a plan for measuring student achievement through the

remainder of the school year.

### Selected Readings

- Bambrick-Santoyo, P. (2010). *Driven By Data*. San Francisco: Jossey Bass
- Collins, J. & Porras, J. (1997). *Built to Last*. New York: HarperCollins Publishers, Inc., pp. 94.
- Covington, M. R. (2000). “Goal Theory, Motivation, And School: Achievement: An Integrative Review,” *Annual. Rev. Psychology*, pp. 51; 171–200
- Dweck, C. S. (2000). “Misconception About Self-esteem and About How to Foster It.” *Self-Theories: Their Role in Motivation, Personality, and Development*. Philadelphia, PA: Psychology Press, pp. 2-4.
- Escalante, J. & Dirkmann, J. (1990). “The Jaime Escalante Math Program.” *The Journal of Negro Education*. Summer: pp. 407-423.
- Farr, S. (2010). *Teaching as leadership: The highly effective teacher's guide to closing the achievement gap*. San Francisco: Jossey-Bass.
- Nisbett, R. E. (2009). *Intelligence and how to get it: Why schools and cultures count*. New York, New York: Norton. Pp. 39-56; 61-66.

### Sessions

- Session 1: What’s in a Number? (OL)  
Session 2: What to Measure, and for Whom? (OL)  
Session 3: The SGA Pathway (IP)  
Session 4: Measurement Principles (OL)  
Session 5: Reading Growth Tracker or Standards Mastery Tracker (OL)  
Session 6: Pathway Review (IP)

### Hours Total (OL)

7.5 (2.5) + AP

### Module Title

SGA-102: Year 1 Outcomes, Spring 1

### Module Summary

In this module, you will take the necessary steps to verify and finalize your Year 1 results. At this point, you will be prepared to submit, reflect upon, and celebrate your end-of-year outcomes. You will also reflect on how those outcomes connect to the quality of your Pathway and the strengths of your teaching practice.

### Module Goal(s)

- The teacher will verify and finalize that students demonstrate mastery of content and of skills relevant to content (NSTA 5a, NSTA 5b)
- The teacher will report and reflect on Year 1 student achievement outcomes
- The teacher will reflect on Year 1 Pathway and Year 1 teaching practice

### Module Assessment

Graduate students will complete Pathway(s) for Measuring Academic Achievement, and will reflect on end-of-year results.

### Selected Readings

- Bambrick-Santoyo, P. (2010). *Driven By Data*. San Francisco: Jossey Bass
- Collins, J. & Porras, J. (1997). *Built to Last*. New York: HarperCollins Publishers, Inc., pp. 94.
- Covington, M. R. (2000). “Goal Theory, Motivation, And School: Achievement: An Integrative Review,” *Annual. Rev. Psychology*, pp. 51; 171–200
- Dweck, C. S. (2000). “Misconception About Self-esteem and About How to Foster It.” *Self-Theories: Their Role in Motivation, Personality, and Development*. Philadelphia, PA: Psychology Press, pp. 2-4.

<ul style="list-style-type: none"> <li>Escalante, J. &amp; Dirkmann, J. (1990). "The Jaime Escalante Math Program." <i>The Journal of Negro Education</i>. Summer: pp. 407-423.</li> <li>Farr, S. (2010). <i>Teaching as leadership: The highly effective teacher's guide to closing the achievement gap</i>. San Francisco: Jossey-Bass.</li> <li>Nisbett, R. E. (2009). <i>Intelligence and how to get it: Why schools and cultures count</i>. New York, New York: Norton. Pp. 39-56; 61-66.</li> </ul>
<b>Sessions</b>
Session 1: Step 5: Verify Outcomes (OL) Session 2: Reporting and Reflecting on Year 1 Data (IP)
<b>Hours Total (OL)</b>
3.5 (1) + AP

<b>Module Title</b>
SOP-103: Integrating Elements of Effective Instruction I, Spring 1
<b>Module Summary</b>
You've reached the end of your first year at Relay GSE. Congratulations! You've taken modules in all of the Elements of Effective Instruction: Self and Other People, Classroom Culture, Teaching Cycle, and Content. Together, these elements prepare you to lead your K-12 students to academic growth.
In this module, you will produce an extended video wherein you tag a number of the instructional strategies and techniques you have learned during your first year at Relay GSE, and you will reflect on how they've changed your practice since the beginning of the school year. This is a chance for you to celebrate your growth and to reflect on how the discrete techniques and strategies you've honed come together! It is also a chance for you to determine what goals you would like to set in order to increase your effectiveness next year.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>The teacher will reflect on her instructional practice at the end of her first year at Relay GSE</li> </ul>
<b>Module Assessment</b>
Teachers will upload a video and reflection from the end of their first year in the program
<b>Selected Readings</b>
N/A
<b>Sessions</b>
Assessment only; no sessions associated with this module — time allocation is work time for teachers to complete the assessment
<b>Hours Total (OL)</b>
2.5 (2.5)

<b>Module Title</b>
SOP-113: Reflecting on Cultural Responsiveness, Spring 1
<b>Module Summary</b>
Who are you becoming as a teacher?
This module will prompt you to reflect upon this question and others like it in your ongoing effort to become ever-increasingly socioculturally conscious — that is, to develop an understanding of your own worldview and its profound relationship to your life experiences, as mediated by a variety of factors, including your identity markers.
Your reflection will take the form of an educational autobiography, and all learning activities in the module are intended to prepare you to craft and share an educational autobiography of your own.

<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will explain the evolution of her sociocultural consciousness</li> <li>• The teacher will explain how an identity marker shaped her educational experiences</li> <li>• The teacher will explain how her evolving sociocultural consciousness impacts her students</li> </ul>
<b>Module Assessment</b>
The teacher will generate a two-to-four-page reflection on the evolution of her sociocultural consciousness in which she responds to the question "Who am I becoming as a teacher?"
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Anzaldúa, G. (1987). <i>Borderlands/LaFrñtera</i>. In Rivkin, J. &amp; Ryan, M. (Eds.), <i>Literary Theory: An Anthology</i>. Oxford: Blackwell, pp. 1017-1030.</li> <li>• Aronson, J. (2008). Knowing students as individuals. In M. Pollock (Ed.), <i>Everyday antiracism: Getting real about race in school</i> (pp. 67 - 68). New York: The New Press.</li> <li>• Banks, J.A. (1993). "Multicultural Education: Historical Development, Dimensions, and Practice." <i>Review of Research in Education</i>, 19: pp. 3-49.</li> <li>• Berger, M. (2013 December 16). One drop, but many views on race. <i>New York Times</i>.</li> <li>• Chideya, F. (2014 January 3). Traveling while black. <i>New York Times</i>.</li> <li>• Coates, T. (2013 August 26). Through the parisian looking glass. <i>The Atlantic</i>.</li> <li>• Gorski, P. (2012). Stages of multicultural curriculum transformation</li> <li>• Howard, C. T. (2003). "Telling their side of the story: African-American students' perceptions of culturally relevant teaching," <i>The Urban Review</i>, 33(2): pp. 131-149</li> <li>• Kelley, R. (2009, July 13). "The roots of racism: What we don't know can hurt us." <i>Newsweek</i></li> <li>• Ladson-Billings, G. (1995). "But that's just good teaching! The case for culturally relevant pedagogy." <i>Theory Into Practice</i>, 34(3): pp. 159-165.</li> <li>• Marshall, K. (2009). <i>Rethinking teacher supervision and evaluation: How to work smart, build collaboration, and close the achievement gap</i>. San Francisco: Jossey-Bass. (Selected readings.)</li> <li>• Nieto, S. (2003). <i>What keeps teachers going?</i> New York: Teachers College Press.</li> <li>• Nieto, S., &amp; Hawley, W. (2010). Another inconvenient truth: Race and ethnicity matter. <i>Educational Leadership</i>, 68(3), pp. 66-71.</li> <li>• Powers, R. (1998). Using critical autobiography to teach the sociology of education. <i>Teaching Sociology</i> 26(3), pp. 198-206.</li> <li>• Rist, R. (1970). "Student Social Class and Teacher Expectations: The Self-Fulfilling Prophecy in Ghetto Education." <i>Harvard Educational Review</i>, 40(3): pp. 266-301.</li> <li>• Singham, M. (1998). The canary in the mine: The achievement gap between black and white students. <i>Phi Delta Kappan</i>, 80(1), pp. 8-15.</li> <li>• Steele, C. M. (1999). Thin ice: Stereotype threat and black college students. <i>The Atlantic</i>.</li> <li>• Tajfel, H. &amp; Turner, J. C. (1986). The social identity theory of inter-group behavior. In S. Worchel and L. W. Austin (eds.), <i>Psychology of intergroup relations</i>. Chicago: Nelson-Hall.</li> <li>• Tatum, B. D. (2003). <i>Why are all the black kids sitting together in the cafeteria?</i> New York: Basic Books.</li> <li>• Villegas, A.M., &amp; Lucas, T. (2002). <i>Educating culturally responsive teachers: A coherent approach</i>. Albany, NY: State University of New York Press.</li> </ul>
<b>Sessions</b>
Session 1: Prepare (OL, 1.5 hours) Session 2: Write and Share (IP, 2.5 hours)
<b>Hours Total (OL)</b>
4 (1.5) + AP

<b>Module Title</b>
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TEL-200: Supporting Students With Disabilities, Spring 1
<b>Module Summary</b>
In this module, we will explore the legal frameworks and best practices you will need in order to effectively serve students with disabilities. The online sessions for this module focus on the technical background necessary to discuss student needs (e.g., the referral process, reading an IEP, et al.), while the in-person sessions focus more on the experience of including students with disabilities in your classroom (e.g., classroom culture).
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will demonstrate a student-first, inclusive mindset when discussing students with disabilities</li> <li>• The teacher will connect information in a student's IEP to relevant characteristics of a student's disability</li> <li>• The teacher will apply accommodations, modifications, and strategies that align with relevant characteristics of a specific disability</li> </ul>
<b>Module Assessment</b>
Teachers will analyze a case study of a student with an IEP, and will identify appropriate accommodations and modifications in a lesson plan from their course. Teachers will provide a written reflection on how they will differentiate to meet the needs of this student.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• F, E. E. (2012). Framing Disability. <i>University of Illinois Law Review</i>, 2012(5), 1383.</li> <li>• Kennedy, T. M., Menten, T., &amp; Fink, L. S. (2010). Reading, writing, and thinking about disability issues: Five activities for the classroom. <i>English Journal</i>, 100(2), 61-67.</li> <li>• Murray, C., &amp; Greenberg, M. T. (2006). Examining the importance of social relationships and social contexts in the lives of children with high-incidence disabilities. <i>The Journal of Special Education</i>, 39(4), 220-233.</li> <li>• National Dissemination Center for Children with Disabilities —. (n.d.). <i>National Dissemination Center for Children with Disabilities</i> —. Retrieved August 11, 2013, from <a href="http://nichcy.org/">http://nichcy.org/</a></li> <li>• Sauer, J. S., &amp; Kasa, C. (2012). Preservice teachers listen to families of students with disabilities and learn a disability studies stance. <i>Issues in Teacher Education</i>, 21(2), 165-183.</li> <li>• Turnbull, H. R., &amp; Stowe, M. J. (2001). Five models for thinking about disability: Implications for policy responses. <i>Journal of Disability Policy Studies</i>, 12(3), 198</li> <li>• Welcome to the Society for Disability Studies   Society for Disability Studies. (n.d.). <i>Welcome to the Society for Disability Studies</i>   <i>Society for Disability Studies</i>. Retrieved August 11, 2013, from <a href="http://www.disstudies.org/">http://www.disstudies.org/</a></li> </ul>
<b>Sessions</b>
<p>Session 1: Special Education &amp; The Law (OL)</p> <p>Session 2: The Referral Process (OL)</p> <p>Session 3: Idea Disability Categories (OL)</p> <p>Session 4: Reading An IEP (OL)</p> <p>Session 5: Related Service Overview (OL)</p> <p>Session 6: Accommodations, Modifications, and Strategies (OL)</p> <p>Session 7: Case Study Analysis (OL)</p> <p>Session 8: Exit Slip (OL)</p> <p>Session 9: Special Education Demographics &amp; Classroom Culture (IP)</p> <p>Session 10: Attention Deficit Disorders (IP)</p>
<b>Hours Total (OL)</b>
10.25 (7.75 OL)

<b>Module Title</b>
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**Module Summary**

According to the US Department of Education’s National Center for Education Statistics (2011), 11 percent of all fourth-graders tested and 5 percent of all eighth-graders tested in reading achievement in 2011 in the US were classified as English Language learners (ELLs). Only seven percent of ELLs scored at or above proficient in fourth-grade reading (as opposed to 35 percent of non-ELLs). The statistics for eighth grade are even starker. Just three percent of ELLs scored at or above proficient in eighth-grade reading (as opposed to 33 percent of non-ELLs). These statistics have implications not only for bilingual and ESL teachers, but also for content teachers who rely on students’ ability to make meaning of oral and written English in order to master academic content.

In this module, you will examine the legal and regulatory requirements, both state and federal, for working with English Language Learners. You will explore foundational theories of second-language acquisition. Most importantly, you will learn instructional approaches and strategies for supporting ELLs’ mastery of academic content and how to explain why these approaches and strategies work. It is likely that you already have, or will have, ELLs in your classroom. This module will provide you with tools to more purposefully address these students’ needs so that they can achieve at the same high levels as your English-proficient students.

**Module Goal(s)**

- Teachers will identify key federal and state laws and regulations governing the identification of and the services offered to English Language Learners (ELLs)
- Teachers will describe the stages of Second Language Acquisition (SLA) and the theories of SLA behind them
- Teachers will identify and apply instructional approaches and strategies (Total Physical Response, Content Based Instruction, the SIOP model) that support ELLs’ mastery of academic content
- Teachers will explain how specific instructional approaches and strategies align with the stages of Second Language Acquisition

**Module Assessment**

For this module’s assessment, graduate students will read a case study during an in-person session, and will respond to guiding questions using evidence that demonstrates a thorough understanding of both Second Language Acquisition (SLA) theories and appropriate strategies for supporting English Language Learners’ mastery of academic content presented in this module.

**Selected Readings**

- Echevarria, J., Vogt, M., & Short, D. (2012). *Making Content Comprehensible for English Language Learners: The SIOP Model* (4<sup>th</sup> edition). Columbus, Ohio. Pearson Education, Inc.
- Haynes, J., & Zacarian, D. (2010). *Teaching English language learners across the content areas*. Alexandria, VA: ASCD.
- New Jersey Department of Education. (2012). New Jersey Bilingual Education Administration Code. Retrieved from: <http://www.state.nj.us/education/code/current/title6a/chap15.pdf>
- New York State Education Department Office of Bilingual Education and Foreign Language Studies. (2012). *Frequently Asked Questions: Student Identification and Program Placement*. Retrieved from: <http://www.p12.nysed.gov/biling/bilinged/faq.html#student2>
- Ruggles G., et al. (2008). *English language learners: A policy research brief*. National Council of Teachers of English.
- Zacarian, D. (2012). *Serving English Language Learners: Laws, Policies, and Regulations*. Colorin Colorado. Retrieved from [www.colorincolorado.org/pdfs/policy/ELL-Policy-Guide.pdf](http://www.colorincolorado.org/pdfs/policy/ELL-Policy-Guide.pdf)

**Sessions**

Session 1: Legal And Regulatory Landscape (OL)

Session 2: Second Language Acquisition Theory (OL)

Session 3: Supporting ELLs In The Early Stages Of Second Language Acquisition (OL)

Session 4: Supporting ELLs In The Emergent Stages Of Second Language Acquisition (OL)
Session 5: Supporting ELLs In The Advanced Stages Of Second Language Acquisition (OL)
Session 6: Effective Strategies For Working With ELLs In Action (IP)
Session 7: Working With ELLs In Your Classroom (IP)
<b>Hours Total (OL)</b>
9.5 (4.5 OL)

# Summer 2

<b>Module Title</b>
TC-210: Unit Planning, Summer 2
<b>Module Summary</b>
The summer is a natural time for unit planning. For this reason, we have dedicated a large chunk of time to work in content-specific groups to learn the finer points of unit planning based largely on the Understanding By Design (UbD) approach created by Grant Wiggins and Jay McTighe. Over the course of this module, you will receive ongoing feedback on an evolving unit plan. By the end of this module, you will have created two Understanding by Design unit plans complete with performance tasks and accompanying rubrics.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will focus her unit on a few clear and crucial student understandings and questions</li> <li>• The teacher will make key considerations about important student learning and potential misconceptions (NSTA 2c)</li> <li>• The teacher will assess knowledge, skill, and understanding through multiple methods of assessment (NSTA 3c)</li> <li>• The teacher will design a rubric that accurately describes student performance</li> <li>• The teacher will develop a learning plan that reflects meaning and transfer as the ends and content knowledge and skill as the means</li> <li>• The teacher will align all three stages of the Understanding by Design (UbD) unit plan</li> </ul>
<b>Module Assessment</b>
The teacher will submit a three-stage unit plan with accompanying rubric.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Arter, J, &amp; Chappuis, J. (2006) <i>Creating &amp; Recognizing Quality Rubrics</i>. Pearson. pp. 29-42.</li> <li>• McTighe, J. &amp; Wiggins, G. (2004). <i>The Understanding by Design Professional Development Workbook</i>. Alexandria, VA: ASCD.</li> <li>• McTighe, J. &amp; Wiggins, G. P., (2005). <i>Understanding by Design</i>. Alexandria, VA: ASCD. pp. 1-3; 13-21; 35-44; 126-132; 146-160; 172-182.</li> <li>• McTighe, J. And Wiggins, G. (2012). <i>The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units</i>. Alexandria, VA: ASCD. Pp. 14-17</li> <li>• McTighe, J. And Wiggins, G. (2012). <i>The Understanding by Design Guide to Creating High Quality Units</i>. Alexandria, VA: ASCD. Pp. 102-119</li> </ul>
<b>Sessions</b>
<p>Session 1: Introduction to UbD (OL)</p> <p>Session 2: Preparing for “Understanding Understanding” (OL)</p> <p>Session 3: Preparing for “Unpacking Your Standards and Choosing a Unit Topic” (OL)</p> <p>Session 4: Preparing for “Enduring Understandings” (OL)</p> <p>Session 5: Preparing for “Essential Questions” (OL)</p> <p>Session 6: Preparing for “Assessing Understanding” (OL)</p> <p>Session 7: Preparing for “Rubrics” (OL)</p> <p>Session 8: Preparing for “The Learning Plan” (OL)</p> <p>Session 9: Mastery v. Understanding (IP)</p> <p>Session 10: Understanding Understanding (IP)</p> <p>Session 11: Unpacking Your Standards and Choosing a Unit Topic (IP)</p> <p>Session 12: Enduring Understandings (IP)</p> <p>Session 13: Essential Questions (IP)</p>

Session 14: Knowledge and Skill Acquisition (IP)
Session 15: Assessing Understanding (IP)
Session 16: Rubrics (IP)
Session 17: The Learning Plan (IP)
Session 18: Putting It All Together (IP)
<b>Hours Total (OL)</b>
29 (4.5) + Partial AP

<b>Module Title</b>
CK-210: Secondary Content Survey, Summer 2
<b>Module Summary</b>
An effective teacher deepens students' understanding of the content by connecting the key concepts from <i>this</i> unit to the key concepts he pondered last month in the classroom down the hall. He builds bridges between the content at the heart of <i>his</i> discipline with the themes students are exploring in others' classrooms. When students need additional practice with a skill, he knows which colleague on his team will be addressing related content in the near future and therefore which colleague to ask for help. He strengthens school culture by planning cross-curricular lessons. He capitalizes relentlessly on prior knowledge. In short, an effective teacher knows just enough about what he <i>doesn't</i> teach to enrich what he <i>does</i> teach. In this module, you will engage in a survey of the middle-school content you <i>don't</i> teach. For example, middle-school math teachers will engage in four hours of middle-school science and four hours of middle-school social studies. The purpose is to ensure that you're aware of the key ideas and common themes your students are seeing in other classes. We see this as an important step in maximizing the effectiveness of your planning and teaching.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• Teachers will demonstrate awareness of key ideas and common themes in secondary math</li> <li>• Teachers will demonstrate awareness of key ideas and common themes in secondary science</li> <li>• Teachers will demonstrate awareness of key ideas and common themes in secondary social studies</li> <li>• Teachers will demonstrate awareness of key ideas and common themes in secondary English language arts</li> </ul>
<b>Module Assessment</b>
There are three summative assessments associated with this module, and candidates must receive an 85% on at least two to pass the module.
<b>Selected Readings</b>
N/A
<b>Sessions</b>
Session 1: Secondary Math Session 2: Secondary Science Session 3: Secondary Social Studies Session 4: Secondary ELA
<b>Hours Total (OL)</b>
11 (11)

<b>Module Title</b>
SCI-210: Coherent Standards, Coherent Teaching, Summer 2
<b>Module Summary</b>
A growing body of research supports the idea that the best units in science integrate labs, readings, and active

engagement with the practices and themes of science (NRC 2005, 2009). However, most sets of science standards still carefully segregate content, scientific practices, and the nature of science. 2013 saw the release of the *Next Generation Science Standards*, the first attempt to create a nationwide, coherent, integrated program of K-12 learning goals in science. In this module, you'll get intimate with the three dimensions of the NGSS – disciplinary core ideas, scientific and engineering practices, and crosscutting concepts — and explore how to make them come alive in your classroom.

**Module Goal(s)**

- The teacher will demonstrate basic knowledge about implementing the Next Generation Science Standards (NGSS) in her classroom (NSTA 1c)
- The teacher will demonstrate understanding of major concepts, principles, theories, laws, and interrelationships in a subfield of science (NSTA 1a)

**Module Assessment**

Teachers will submit a written reflection on the structure and purpose of the Next Generation Science Standards. Additionally, teachers will reflect on how they can leverage the NGSS to strengthen assessment and instruction.

Additionally, teachers will take a content exam in a select subfield: Earth and Space Science, Life Science, Physical Science, or Engineering.

**Sessions**

- Session 1: NGSS Basic Training (OL, 0.5 hrs)
- Session 2: Case Study: An Integrated Unit. (OL, 1 hr)
- Session 3: Science & Engineering Practices (OL, 1 hr)
- Session 4: Crosscutting Concepts (OL, 1 hr)
- Session 5: Disciplinary Core Ideas (OL, 1 hr)
- Session 6: Coherent Classroom Instruction (OL, 1 hr)
- Session 7: Module Assessment (OL, 0.75 hrs)

**Hours Total (OL)**

6.25 (6.25)

**Module Title**

SCI-211: Scientific Writing: Lab Reports, Summer 2

**Module Summary**

Comparing a typical student lab report to the latest issue of *Nature* is a bit like comparing a high-school football game to Super Bowl XLIX — at first blush, the differences in quality may look unbridgeable. Still, no self-respecting football coach quits running practices just because most of her players won't go pro. Similarly, science teachers need to push *all* students to master the genres, conventions, and thought processes of science writing. This module tackles the formal lab report — the written lifeblood of the scientific enterprise, and the most common writing assignment in science classes — by isolating the content and teaching strategies most relevant to each lab-report section.

**Module Goal(s)**

- The teacher will create or modify a rigorous, appropriate rubric for lab reports or research papers
- The teacher will plan an effective modeled writing activity for a single section of a lab report or research paper
- The teacher will demonstrate accurate knowledge of science content (NSTA 1a)
- The teacher will demonstrate accurate knowledge of discipline-specific literacy content

**Module Assessment**

Teachers will plan for how they will teach students to write lab reports.

<ul style="list-style-type: none"> <li>• Teachers will create/modify a rigorous, appropriate rubric for lab reports in their classes</li> <li>• Teachers will script a modeled writing activity for one section of a lab report. The activity will isolate at least one key writing skill</li> </ul>
<b>Sessions</b>
Session 1: Science Writing in the CCSS (OL, 1 hr) Session 2: Lab Reports & Research Papers (OL, 1.5 hrs) Session 3: Teaching Science Writing (OL, 2 hrs). Session 4: Assessing Science Writing (1.5 hrs) Session 5: Introductions: Finding, Citing, & Summarizing Research (OL, 2.0 hrs) Session 6: Materials & Methods (OL 2.0 hrs) Session 7: Data & Results (OL, 3.0 hrs) Session 8: Conclusions: Writing Scientific Arguments (OL, 3.0 hrs) Session 9: The Writing Process in Science (OL, 1 hr) Session 10: Module Assessment Drafting (OL, 1.75 hrs)
<b>Hours Total (OL)</b>
18.75 (18.75)
<b>Literacy Hours &amp; Connections</b>
18.75 hours <ul style="list-style-type: none"> <li>• What does the common core say about writing in science?</li> <li>• What are the genres and conventions of lab reports? Of research papers?</li> <li>• How can modeled writing (and other strategies) be used to teach the many skills needed to write lab reports and research papers?</li> <li>• How does scientific writing rely on a facility with other non-text features?</li> </ul>

<b>Module Title</b>
SOP-210: Culturally Responsive Teaching, Summer 1
<b>Module Summary</b>
This module builds on the work you have already done to acknowledge the importance of identity and the power of perception, to build and maintain good relationships with students and their families, and to reflect upon who you are becoming as a teacher. In it, you will learn about the mindsets, knowledge, and skills that culturally responsive teachers develop in an effort to give students "education at its best:" education that hones and develops while it adds. In the online sessions, you'll explore some of the conceptual underpinnings of culturally responsive teaching, engage with a handful of tenets for practice, and consider those mindsets and approaches that will enhance your effectiveness. In the in-person session, you'll revise and practice delivery of an upcoming lesson plan in an effort to increase the cultural responsiveness of your teaching.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will leverage her learning about students and their communities in order to equip students to build bridges between their prior cultural knowledge and experiences and new content</li> <li>• Teachers will practically apply a multicultural mindset to planning and instruction The teacher will adopt a warm demanding approach to classroom culture and classroom management</li> </ul>
<b>Module Assessment</b>
Teachers will develop a lesson plan and accompanying materials with a reflection on how their lessons are culturally responsive to their specific groups of students.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Gay, G. (2000). <i>Culturally Responsive Teaching: Theory, Research, and Practice</i>. New York: Teachers College. pp. 29-36</li> <li>• Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. <i>Theory into Practice</i>, Summer, pp. 159-165.</li> </ul>

- Southern Poverty Law Center. (2009). Relevant: Beyond the Basics. *Teaching Tolerance*, 45(36).
- Tatum, B.D. (1997). *"Why Are All the Black Kids Sitting Together in the Cafeteria?"* New York: Basic Books. pp. 3-17.

#### Sessions

Session 1: Research and Theory (OL, 1.5 hours)

Session 2: Tenets for Practice (OL, 1.5 hours)

Session 3: Final Considerations (OL, .75 hours)

Session 4: Practice (IP, 2.5 hours)

#### Hours Total (OL)

6.25 (3.75)

#### Module Title

SOP-216: Working with Communities, Summer 2

#### Module Summary

“Community” is a word rich in meaning; it can describe both a group of people who live within certain boundaries (i.e., a neighborhood) and those who share experiences, practices, interests, or beliefs. School-community relationships enhance students’ educational experiences in myriad ways, through enriching students’ learning, teaching skills, raising awareness of career options, and providing resources (e.g., summer programs, health services, etc.).

In this module, you will lay the groundwork for building school-community relationships that enrich *your* students’ educational experiences. After defining community and explaining the importance of school-community relationships, you will identify and visit asset institutions in your school community, and will describe some of the ways in which those assets might enrich your students’ educational experiences. Your module assessment is a community asset map that captures your interactions with assets and explains how your relationships with assets will enhance your students’ educational experiences.

#### Module Goal(s)

- The teacher will create a community asset map that identifies and describes assets and interactions with members of asset institutions in his school’s community

#### Module Assessment

Teachers will create a community asset map that identifies and describes assets and interactions with members of asset institutions in their schools’ communities; and will explain how their relationships with these assets will enhance the students’ educational experiences.

#### Selected Readings

- Adger, C.T. (2000). School/community partnerships to support language minority student success. *Center for Applied Linguistics Research Brief*, 5.
- AEL. (2003). Interactions: A summary of research on school-community relationships. Charleston, WV: AEL (Appalachia Educational Laboratory) Regional Educational Laboratory
- Aguirre, A., Martinez, R., & Barboza, S. (2012). Mexican-American schoolchildren in U.S. public schools: A review of social science research on the Mexican-American family’s cultural capital. In B. Gastic & R.R. Verdugo (Eds.), *The education of the Hispanic population: Selected essays*. pp. 119-135.
- Anderson, B. (1983). *Imagined communities: Reflections on the origin and spread of nationalism*. New York: Verso. pp. 5-7
- Cahill, M. (1996). *Schools and community partnerships: Reforming schools, revitalizing communities*. Chicago: Cross City Campaign for Urban School Reform. pp. 1-2.
- DeFilippis, J. & Saegert, S. (2008). Communities develop: The question is how? In DeFilippis, J. & Saegert, S. (Eds.) *The community development reader*. New York: Routledge. pp. 1-2
- De Jesus, R.V. & Sayers, D. (2007). VOICES: Bilingual youth constructing and defending their identities across borders: A binational study of Puerto Rican circular migrant students. *Multicultural Education*, 14(4), pp. 16-19.



- Epstein, J.L. (2011). *School, family, and community partnerships: Preparing educators and improving schools* (second edition). Philadelphia: Westview Press. pp. 389-414.
- Ford, B. (2006). Culturally responsive school-community partnerships: Strategies for success. In Landsman, J. & Lewis, C. (Eds.). *White teachers/diverse classrooms*. Sterling, VA: Stylus. pp. 286-300
- Lareau, A. (2003). *Unequal childhoods: Class, race, and family life*. Berkeley, CA: University of California Press. pp. 38-81.
- Lee, S. (2001) More than “model minorities” or “delinquents:” A look at Hmong American high school students. *Harvard Educational Review*, 71(3), pp. 505-528.
- Noguera, P. (2008). *The trouble with black boys and other reflections on race, equity, and the future of public education*. San Francisco, CA: Jossey-Bass. pp. 199-202; 208-214.
- Pattillo, M. (1998). Sweet mothers and gangbangers: Managing crime in a black middle-class neighborhood. *Social Forces*, 76(3), pp. 747-774.
- Patillo, M. (1999). *Black picket fences: Privilege & peril among the black middle class*. Chicago, IL: The University of Chicago Press. pp.13-30; 68-90.
- Poole, D.L. (1997). The SAFE project: Community-driven partnerships in health, mental health, and education to prevent early school failure. *Health & Social Work*, 22(4), pp. 282-289.
- Quintela, M. (2012). Immigrant student educational experiences in an emerging Latina/o community in the Midwest. In B. Gastic & R.R. Verdugo (Eds.), *The education of the Hispanic population: Selected essays*. pp. 87-98.
- Sanders, M.G. & Lewis, K.C. (2005). Building bridges toward excellence: Community involvement in high schools. *High School Journal*, Feb/Mar, pp. 1-9.
- Suarez-Orozco, C., Yoshikawa, H., Teranishi, R., & Suarez-Orozco, M.M. (2011). Growing up in the shadows: The developmental implications of unauthorized status. *Harvard Educational Review*, 81(3), pp. 438-472.
- Suarez-Orozco, M.M. (2013 April 22). Immigrant kids, adrift. *New York Times*.
- Warren, M.R. (2005). Communities and schools: A new view of urban education reform. *Harvard Educational Review*, 75(2), pp. 133-173; 244.
- Wilson, W.J. & Taub, R. (2006). *There goes the neighborhood: Racial, ethnic, and class tensions in four Chicago neighborhoods and their meaning for America*. New York: Vintage Books. pp. 161-169; 177-189.

#### Sessions

Session 1: Defining Community (OL + Peer Review)

Session 2: Community Asset Mapping (OL)

Session 3: Mapping Your Community (OL)

Session 4: Looking Ahead (OL)

#### Hours Total (OL)

3 (3)

#### Module Title

SOP-220: Introduction to Character Strengths, Summer 2

#### Module Summary

Character education and the teaching of character are integral parts of Student Growth and Achievement and Self and Other People here at Relay GSE. In this module, you will read about character-strength research and practice; mine these readings for ideas and evidence that justify modeling, teaching, and developing character strengths in the classroom; identify your own character strengths; and finally, use video examples as a springboard to justify your modeling, teaching, and developing of a particular character strength in your own classroom.

#### Module Goal(s)

- The teacher will identify one character strength and justify modeling, teaching, and developing it in her classroom

<b>Module Assessment</b>
Teachers will identify a character strength that they are interested in modeling, teaching, and developing in their students and, using ideas and evidence from the module readings and videos, as well as their own teaching experience, justify the choice of that strength as a potential classroom focus.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Duckworth, A. L., Peterson, C., Matthews, M.D., and Kelly, D.R. (2007). Grit: Perseverance and passion for long-term goals. <i>Journal of Personality and Social Psychology</i>, 92(6), pp. 1087-1101.</li> <li>• Peterson, C. and Seligman, M. E. P. (2004). <i>Character strengths and virtues: A handbook and classification</i>. Oxford: Oxford UP.</li> <li>• Peterson, C. (2006) <i>A primer in positive psychology</i>. Oxford: Oxford UP.</li> <li>• Lehrer, J. (2009, May 18). Don't!: The secret of self-control. <i>The New Yorker</i>.</li> <li>• Mischel, W., Shoda, Y., and Rodriguez, M. L. (1989). Delay of gratification in children. <i>Science</i>, 244, pp. 933-938.</li> <li>• Tough, P. (2011, Sep 14). What if the secret to success is failure? <i>The New York Times</i>.</li> </ul>
<b>Sessions</b>
Session 1: Character Strengths Overview (OL, 1 hour) Session 2: Character Strengths in the Classroom (OL, .5 hour)
<b>Hours Total (OL)</b>
1.5 (1.5)

<b>Module Title</b>
TEL-211: Teaching Struggling Writers, Summer 2
<b>Module Summary</b>
<p>As teachers, we prepare our students to access the academic content in our classrooms, college, and their future work environments, but we should also seek to equip them with the tools they'll need to be lifelong learners outside these contexts. "Young people who do not have the ability to transform thoughts, experiences, and ideas into written words are in danger of losing touch with the joy of inquiry, the sense of intellectual curiosity, and the inestimable satisfaction of acquiring wisdom that are the touchstones of humanity" (Graham and Perrin, 2007). A student who struggles to communicate through writing is at a disadvantage in writing essays, lab reports, and cover letters, as well as grant applications, wedding toasts, and letters to the editor. Like reading, writing is a skill for learning and communicating that should be integrated into every content area; every teacher is a writing teacher.</p> <p>This module is about how to support struggling writers in all secondary classrooms. In secondary classrooms, all learners must be learning about writing while they are learning content. The architects of the Common Core State Standards have provided guidelines for including literacy standards across all content areas. This module will introduce you to a variety of ways in which you can support the struggling writers in your classroom. You'll learn why students struggle with writing and how to help struggling writers become independent writers.</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will demonstrate knowledge of key ideas and best practices in supporting struggling writers</li> <li>• The teacher will demonstrate proficiency in teaching struggling writers</li> </ul>
<b>Module Assessment</b>
Teachers will submit a written response to prompts related to analyzing and responding to struggling writers.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Daniels, H., Zemelman, S., &amp; Steineke, N. (2007). <i>Content-Area writing</i>. Portsmouth, NH: Heinemann Educational Books, 1-8.</li> </ul>

- Culham, R. (2003). *6+ 1 traits of writing: The complete guide*. New York, NY: Scholastic Teaching Resources, 10-14, 288-289.
- Graham, S., & Harris, K.R. (2005). *Writing better: Effective strategies for teaching students with learning difficulties*. Baltimore, Maryland: Paul H. Brookes Publishing Co.
- Fisher, D., & Frey, N. (2003). Writing instruction for struggling adolescent writers: A gradual release model. *Journal of Adolescent and Adult Literacy*, 46 (5), 396-405.
- Tompkins, G. E. (2008). *Teaching writing: Balancing process and product*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall, 22.
- Boyles, N. (2002). *Teaching written response to text*. Gainesville, FL: Maupin House, 28-31, 142-144.
- Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high school*. New York: Carnegie Corporation of New York.
- Anderson, J. (2007). *Everyday editing: Inviting students to develop skill and craft in writer's workshop*. Portland, Maine: Stenhouse, 71-78.
- Robb, L. (2004). *Nonfiction writing from the inside out*. New York: Scholastic. Pgs. 268 – 269

#### Sessions

Session 1: Overview of Struggling Writers (OL)  
 Session 2: Gradual Release in Writing (OL)  
 Session 3: Instructional Supports (OL)  
 Session 4: Supporting Struggling Writers with Writing Goals (OL)

#### Hours Total (OL)

(6.5)

#### Module Title

TEL-212: Differentiated Instruction, Secondary, Summer 2

#### Module Summary

For some students, academic tasks and mastering content knowledge can be incredibly challenging, and we need to provide supports for them above and beyond what we may do on a day-to-day basis for all students. We must continue to hold all students to a high bar; however, we need to support some students in ways that will allow them to truly show mastery. In this module, you'll learn the foundations of differentiation, and then you'll review at least three concrete techniques that you can use in your classroom.

#### Module Goal(s)

- The teacher will plan a lesson that is aligned to the objective
- The teacher will differentiate the content, process, and/or product of a lesson plan
- The teacher will choose methods of differentiation that target student needs
- The teacher will identify and address management pitfalls related to differentiation

#### Module Assessment

Teachers will submit a lesson plan demonstrating appropriate differentiation for a hypothetical group of students.

#### Selected Readings

- Fisher, D., Brozo, W. G., Frey, N., and Ivey, G. (2007). 50 content area strategies for adolescent literacy. Upper Saddle River, NJ: Merrill/ Pearson. Pg. 52 – 53.
- Gardner, H. (1998, 2000). A multiplicity of intelligences. *Scientific American Presents: Exploring Intelligence (A special issue of Scientific American)*, 19 – 23.
- “Thinking about thinking and learning: Learning modalities” (2009). *Learning Theory*. Teach For America, p. 10.
- Tomlinson, C. A. and McTighe, J. (2006). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: ASCD. Pg. 101 – 105.
- Tomlinson, C.A. (2003). *Differentiation in practice*. Alexandria, VA: Association for Supervision and Curriculum Design. Pgs., 6, 7, 9

<ul style="list-style-type: none"> <li>• Tomlinson, C. A. (2001). How to differentiate instruction in mixed-ability classrooms, 2nd ed. Upper Saddle River, NJ: Pearson. Pgs. 8 – 9.</li> <li>• Vatterott, C. (2010). Spotlight on homework. Middle Ground, 14(1), 29-31</li> <li>• Weishaar, M., &amp; Boyle, J. R. (1999). Note-taking strategies for students with disabilities. Clearing House, 72(6), 392-395.</li> <li>• Wormeli, R. (2007). <i>Differentiation: From planning to practice grades 6 – 12</i>. Portland, ME: Stenhouse. Pgs. 1 – 4.</li> </ul>
<b>Sessions</b>
Session 1: Introduction To Differentiated Instruction (OL) Session 2: Learning Theories (OL) Session 3: Differentiation Strategies (OL) Session 4: Management Considerations (OL) Session 5: Lesson Planning (OL)
<b>Hours Total (OL)</b>
(14.5)

<b>Module Title</b>
TEL-320: Teaching Gifted Learners
<b>Module Summary</b>
<p>As a teacher of exceptional learners, you will have the opportunity to know students with a wide variety of strengths, needs, and unique characteristics. The common thread across each of these relationships is the desire and responsibility to equip each student to reach his fullest potential. This module provides an opportunity to explore the multiple definitions of a "gifted learner" and to reflect on your own understanding of giftedness. You will learn about the identification of gifted learners in various contexts, and will examine prevalent biases in the identification process. You'll learn specific instructional practices that will ensure that gifted learners in your classroom are able to reach their highest academic and personal potential. Finally, you'll consider the social needs of gifted students and learn to provide additional social supports in this area as well.</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will demonstrate a thorough understanding of the identification, instruction, and social needs of gifted learners</li> </ul>
<b>Module Assessment</b>
Teachers will submit a lesson plan demonstrating appropriate differentiation for a hypothetical group of students.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Betts, G., &amp; Neihart, M. (1988). <i>Profiles of the gifted and talented</i>. Gifted Child Quarterly.</li> <li>• Johnsen, S. (2004). <i>Identifying gifted students: A practical guide</i>. Waco, Tex.: Prufrock Press.</li> <li>• <i>Identifying and nurturing the gifted poor</i>. (n.d.). Retrieved October 16, 2015.</li> <li>• Baldwin, Lois; Omdal, Stuart N ;Pereles, Daphne Teaching Exceptional Children; Mar/Apr 2015; 47, 4; ProQuest Education Journals pg. 216</li> <li>• Nisen, M. (2015, September 15). <i>Tackling inequality in gifted-and-talented programs</i>. Retrieved October 16, 2015.</li> <li>• Samuels, C. (2015, October 14). <i>Gifted education for underrepresented students gets \$4 million federal boost</i>. Retrieved October 16, 2015.</li> <li>• Goliff, E. (2008, August 1). <i>Appropriate strategies for gifted students attending Title I schools</i>.</li> <li>• VanTassel-Baska, J., Stephens, K., &amp; Karnes, F. (2005). <i>Acceleration strategies for teaching gifted learners</i>. Naperville: Prufrock Press.</li> <li>• Renzulli, J. S., Smith, L. H., &amp; Reis, S. M. (1982). Curriculum compacting: An essential strategy for</li> </ul>

working with gifted students. *The Elementary School Journal*, 82(3), 185-194. doi:10.1086/461256

- Rogers, K. (n.d.). *Grouping the gifted and talented: questions and answers*. Roeper Review, 8-12.
- Stephens, K., Karnes, F., Johnsen, S., & Goree, K. (2005). *Independent study for gifted learners*. Naperville: Prufrock Press.
- *Social and emotional needs of gifted children*. (n.d.). Retrieved October 16, 2015.
- *Helping gifted students cope with perfectionism*. (n.d.). Retrieved October 16, 2015.
- Hebert, T. (2011). *Understanding the social and emotional lives of gifted students*. Waco, Tex.: Prufrock Press.

### Sessions

Session 1: Who are gifted learners? (OL)

Session 2: Identification of Gifted Learners (OL)

Session 3: Biases in Identification of Gifted Students (OL)

Session 4: Instructional Practices (OL)

Session 5: Social Needs of Gifted Students (OL)

### Hours Total (OL)

(6.25)

# Fall 2

<b>Module Title</b>
TC-211: Planning for Academic Rigor, Fall 2
<b>Module Summary</b>
<p>Rigor" is one of the most prominent buzzwords in education. The Common Core State Standards have been developed to "increase rigorous content" and ask our students to apply "higher-order skills." Similarly, the NGSS were designed to provide all students an "internationally-benchmarked science education" and to "prepare students for college and careers." Reform-focused organizations have poured millions of dollars into initiatives aimed at increasing college readiness by increasing academic rigor. Rigor is all the rage, but what does it mean to have a rigorous classroom? A concrete answer is surprisingly hard to find in the literature.</p> <p>At Relay GSE, we've taken a "begin with the end in mind" approach. We believe that teachers must first focus on setting a <i>rigorous bar</i> for what their students should know and be able to do. This module is all about how to do so. In the first of four online sessions, you'll explore multiple definitions of academic rigor and learn Walter Doyle's framework for evaluating the rigor of academic tasks. In the second and third online sessions, you'll unpack this theoretical framework and look at how it actually plays out in your instructional planning, which encompasses far more than just your lesson plans. In the final online session, you'll evaluate the rigor of sample academic tasks and explore multiple exemplars to inspire your own planning. To prepare for your in-person session, you'll apply what you've learned to draft a rigorous academic task, have your students complete that task, and collect student work. When you come together in person, you'll receive feedback on your task and analyze student-work samples. Finally, you'll reflect on what your students' performance means for your instruction.</p>
<b>Module Goal(s)</b>
<ul style="list-style-type: none"><li>• The teacher will plan a rigorous task (NSTA 3a)</li><li>• The teacher will analyze student work to determine outcomes on the rigorous task</li><li>• The teacher will identify instructional next steps in response to her student-work analysis</li></ul>
<b>Module Assessment</b>
Submit a task summary and accompanying material for a rigorous academic task (as defined in this module), a written task analysis, student work, and a written reflection including next steps for increasing the rigor of your instruction.
<b>Selected Readings</b>
<ul style="list-style-type: none"><li>• Chappuis, J. Seven strategies of assessment for learning. Pearson. pp. 17-51.</li><li>• Doyle, W. (1983). Academic work. <i>Review of Educational Research</i>. (53.2), pp. 159-199.</li><li>• Doyle, W. and Carter, K. (1984). Academic tasks in classrooms. <i>Curriculum Inquiry</i>. (14.2), pp. 129-149.</li><li>• Jackson, R. (2011). How to plan rigorous instruction. ASCD. pp. 60-64; 74; 78-82.</li><li>• Strong, R., Silver, H., &amp; Perini, M. (2001). <i>Teaching what matters most</i>. Alexandria, Virginia. ASCD.</li><li>• Wagner, T. (October, 2008) Rigor redefined. <i>Educational Leadership</i>. ASCD.</li><li>• Washor, E. &amp; Mojokowski, C. (December, 2006/January 2007). What do you mean by rigor? <i>Educational Leadership</i>. ASDC</li><li>• Wiggins, G. P., &amp; McTighe, J. (2005). Understanding by design. <i>Association for Supervision &amp; Curriculum Development</i> pp.153</li><li>• Wiggins, G. (December 2013/January 2014) Getting students to mastery. <i>Educational Leadership</i>, 74 (4).</li></ul>
<b>Sessions</b>
Session 1: What is Academic Rigor? (OL)



Session 2: Academic Ambiguity (OL)
Session 3: Academic Risk (OL)
Session 4: Task Analysis (OL)
Session 5: Meeting the Bar (IP)
<b>Hours Total (OL)</b>
6.5 (4) + AP

<b>Module Title</b>
TC-221: Implementing Rigorous Instruction, Fall 2
<b>Module Summary</b>
To increase the academic rigor of your classroom, you must begin with the end in mind and set a rigorous bar for what your students should know and be able to do. But once you set that bar, how do you get them to meet it? We must ensure that our students are the ones doing the thinking – the talking, the working, and the answering of tough questions – not us. We must take every opportunity to "stretch" our students and push them aggressively toward the rigorous end goal we have in mind.
First up in this module, you'll learn the critical attributes of rigorous instruction. Then, you'll zoom in on five concrete rigorous instructional strategies: "Ratio," "Take a Stand," "Stretch It," "Chalk Talk," and "Reciprocal Teaching." In your final in-person session, you'll have the opportunity to practice implementing these strategies with your colleagues.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will effectively identify strategies that maximize opportunities for students to do cognitive work and to evaluate or analyze other students' responses, and that demand additional nuance or higher-order thinking</li> <li>• The teacher will select and execute strategies designed to reinforce student engagement with rigorous tasks</li> </ul>
<b>Module Assessment</b>
The teacher will submit a 5-7 minute video demonstrating that she is effectively increasing the cognitive work students are doing in a lesson.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Doyle, W. (1983). Academic work. <i>Review of Educational Research</i>. (53.2), pp. 159-199.</li> <li>• Fischer, D. &amp; Frey, N. (2004). Improving adolescent literacy: content area strategies at work. Upper Saddle River, NJ: Pearson pp. 153-168.</li> <li>• Lemov, D. (2010). <i>Teach like a champion</i>. San Francisco, CA: Jossey-Bass. pp. 37 – 39; 41-47; 106-108.</li> <li>• Lemov, D. (2012). <i>Teach Like a Champion Field Guide: A Practical Resource to Make the 49 Techniques Your Own</i>. San Francisco, CA: Jossey-Bass.</li> <li>• Ritchart, R., Church, M., &amp; Morrison, K. (2011). <i>Making thinking visible</i>. San Francisco, CA: Jossey-Bass. pp. 78-85.</li> <li>• Saphier, J. (2008). <i>The Skillful Teacher</i>. Acton, MA: Research for Better Teaching, Inc. Higher-Level Thinking Questions. pp.208-211.</li> </ul>
<b>Sessions</b>
Session 1: "Rigorous Instruction" (OL)
Session 2: "Ratio" (OL)
Session 3: "Take a Stand" (OL)
Session 4: "Stretch It" (OL)
Session 5: Additional Strategies and Considerations (OL)
Session 6: Peer Review (OL)
Session 7: Practice Rigorous Instructional Strategies (IP)
<b>Hours Total (OL)</b>
6.5 (4) + AP



<b>Module Title</b>
TC-200: Feedback & Grading, Fall 2
<b>Module Summary</b>
Getting actionable feedback helps teachers get better at teaching. Students are no different! They need to receive actionable feedback in order to improve their work, and they need help understanding how that feedback correlates to their grades. In this module, you will learn how to give effective written and oral feedback to students so that they are empowered to self-correct and motivated to improve. Through the use of Susan Brookhart's <i>How to Give Effective Feedback to Your Students</i> , you will explore the characteristics of effective feedback and hear teachers and students share the impact of effective feedback on student achievement. Finally, you will spend time exploring ways to help students and their families make meaning of their grades and your feedback. At the close of this module, you will be ready to confidently give both oral and written feedback that will motivate and empower your students to self-correct.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will provide students with feedback that is specific, positive and, when appropriate, constructive</li> <li>• The teacher will plan for how her students and families will make meaning of the feedback and grades</li> </ul>
<b>Module Assessment</b>
The teacher will submit a clear scan of student work. The work will include a grade and feedback to the student. The teacher will also submit a written explanation of how she plans to help students and/or families make meaning of the grade in relation to her grading system.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Brookhart, S.M. (2008). <i>How to give effective feedback to your students</i>. Alexandria, VA: Association for Supervision and Curriculum Development, pp. 6-7; 10-12; 48, 58- 75.</li> <li>• Marzano, R. J. (2000). <i>Transforming classroom grading</i>. Virginia: Assn for Supervision &amp; Curriculum. Pp. 85</li> <li>• Nasir, N. S. (2008). Everyday pedagogy: lessons from basketball, track, and dominoes. <i>Phi Delta Kappan</i>, 89(7), pp. 529-532.</li> <li>• Saphier, J., Haley-Speca, M., &amp; Gower, R. (2008). <i>The skillful teacher: building your teaching skills</i>. Acton, MA: Research for Better Teaching, Inc., pp. 432</li> </ul>
<b>Sessions</b>
Session 1: Timeliness (OL) Session 2: Written Feedback (OL) Session 3: Oral Feedback (OL) Session 4: Giving Feedback (OL) Session 5: Meaningfulness (OL) Session 6: Feedback Cycle (IP)
<b>Hours Total (OL)</b>
6.25 (3.75)

<b>Module Title</b>
SCI-215: Rigorous Scientific Discussions, Fall 2
<b>Module Summary</b>
Conversation among students is an indispensable component of an effective, inquiry-driven science class. Skilled science teachers regularly plan and facilitate rigorous and productive discussions in their classes. In this module, you'll learn techniques for increasing the rigor of short, informal discussions. In addition, you'll explore how longer and more formal discussion structures, such as Socratic seminars and debates, can

promote even higher levels of student autonomy, problem-solving, and deep engagement with content.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will use appropriate techniques to structure rigorous, aligned class discussions (NSTA 3a)</li> <li>• The teacher will demonstrate accurate knowledge of science content</li> <li>• The teacher will demonstrate accurate knowledge of discipline-specific literacy</li> </ul>
<b>Module Assessment</b>
Teachers submit a video and accompanying lesson plan of the teacher executing some technique for skillfully managing discussion. Options include <ul style="list-style-type: none"> <li>• A debate or Socratic seminar</li> <li>• A rigorous, 10-minute, content-focused class discussion using 2 or more informal techniques (e.g., “Take a Stand”)</li> </ul>
<b>Sessions</b>
Session 1: Informal Discussion, Student Talk, & Meaning-making (OL, 1 hr) Session 2: Advanced Discussion & Questioning strategies (IP, 4.5 hrs) Session 3: Science & Ethics (OL, 1.5 hrs) Session 4: Socratic Seminars and Debates (IP, 4.5 hrs)
<b>Hours Total (OL)</b>
11.5 (2.5)
<b>Literacy Hours &amp; Connections</b>
11.5 hours literacy <ul style="list-style-type: none"> <li>• How do speaking and listening contribute to scientific literacy?</li> <li>• How can teachers structure discussions to promote use of academic language and close reading of texts?</li> </ul>

<b>Module Title</b>
SCI-216: Inquiry Through the 5E Model, Fall 2
<b>Module Summary</b>
Science teachers and education researchers have reached a consensus during the last 20 years: student inquiry lies at the heart of excellent science education. But inquiry should not occur only during formal lab experiences — inquiry can and should happen in the days between full-blown labs. This module will equip you to plan and implement inquiry-based lesson cycles using the 5E model. Using this model, you’ll be able to plan inquiry experiences that last anywhere from half a day to several days. In addition, you will learn how the 5E model can be especially useful for diagnosing and addressing misconceptions.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will plan and execute each phase of the 5E inquiry model in a way that aligns to the objective(s) and confronts misconceptions (NSTA 1c, NSTA 2a, NSTA 2b, NSTA 2c, NSTA 3a, NSTA 3b)</li> <li>• The teacher will plan and safely execute each phase of the 5E model to meet its intended purpose (NSTA 3d, NSTA 4a, NSTA 4b, NSTA 4c, NSTA 5c)</li> <li>• The teacher will demonstrate accurate knowledge of science content (NSTA 1a)</li> </ul>
<b>Module Assessment</b>
Teachers will submit a lesson plan and accompanying video demonstrating the 5E model.
<b>Sessions</b>
Session 1: The 5E Lesson Cycle (OL, 0.5 hrs) Session 2: Confronting Misconceptions (OL, 1.5 hrs)

Session 3: Evaluate & Engage (IP, 4.5 hrs)
Session 4: Explore & Explain (IP, 4.5 hrs)
Session 5: Elaborate Using Crosscutting Concepts (OL, 0.5 hours)
Session 6: Elaborate Effectively (IP, 4.5 hrs)
<b>Hours Total (OL)</b>
16 (2.5)

<b>Module Title</b>
SGA-201: Year 2 Pathway, Fall 2
<b>Module Summary</b>
This module is the first of a four-SGA-module sequence you will complete this year, ending with the Master's Defense. In this module, you will build on your Year 1 SGA knowledge by setting up an Academic Pathway for Year 2 student achievement with even greater intentionality and detail. You will also learn how to create a Pathway for measuring character growth. For each Pathway you will complete Steps 1 through 3, which include determining content, solidifying assessment plans, and setting goals. For standards mastery Academic Pathways, you will evaluate assessments in preparation for submitting at least one standards-mastery assessment that reflects the Relay GSE Features of High-Quality Assessment. Finally, you will demonstrate your understanding of Year 2 SGA policies in an online SGA Handbook assessment.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will articulate Year 2 SGA principles</li> <li>• The teacher will create a Pathway for measuring academic achievement (NSTA 3c)</li> <li>• The teacher will submit an academic assessment that reflects the Relay GSE features of high-quality assessment (standards mastery only)</li> <li>• The teacher will populate tracker(s) to define Academic Pathway parameters</li> <li>• The teacher will create a Pathway for measuring character growth</li> <li>• The teacher will populate a tracker to define Character Pathway parameters</li> </ul>
<b>Module Assessment</b>
In this assessment, graduate students will create a Pathway for measuring academic achievement and a Pathway for measuring character growth. Graduate students measuring standards mastery for their academic Pathways will also submit an assessment that reflects the Relay GSE features of high-quality assessment
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Koretz, D. (2008). <i>Measuring Up: What educational testing really tells us</i>. Cambridge, MA: Harvard University Press.</li> </ul>
<b>Sessions</b>
Session 1: Master's Defense Preview (OL) Session 2: Academic and Character Pathways (IP) Session 3: Standards Mastery Tracker (OL) Session 4: Reading Growth Tracker (OL) Session 5: Writing Growth Tracker (OL) Session 6: Character Growth Tracker (OL) Session 7: SGA Handbook Practice (OL) Session 8: SGA Handbook Assessment (OL) Session 9: Pathway Workshop (IP)
<b>Hours Total (OL)</b>
9 (4)

<b>Module Title</b>
SOP-222: Teaching Character Strengths, Fall 2

<b>Module Summary</b>
In this module, you will first read and watch some compelling work describing the effects of character-focused instruction. You will then watch a series of clips that exemplify and explain various approaches to teaching character and use examples to envision what character-focused instruction could look like in your own classroom. You will write a character-focused lesson plan for your own classroom as you watch and read the elements of other teachers' character-focused work with their students, and you will get feedback on that plan from your colleagues. Finally, you will film the character-focused instruction you planned and write a brief reflection on that instruction and its outcomes.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will (re)introduce the character strength to students</li> <li>• The teacher will model the character strength for students</li> <li>• The teacher will guide students in developing the character strength</li> <li>• The teacher will reflect on the strengths and growth areas of his character-focused lesson(s)</li> </ul>
<b>Module Assessment</b>
Using ideas presented in this module, teachers will film a character-focused lesson (or series of lessons) for their students. Then, in a brief reflection, teachers will describe the lesson (or series) and its strengths and growth areas.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Seligman, M. E. P., Ernst, R. M., Gillham, J., Reivich, K., &amp; Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. <i>Oxford Review of Education</i>, 35(3), pp. 293-311.</li> <li>• Tough, P. (2012). How children succeed: Grit, curiosity, and the hidden power of character, pp. 91-95.</li> <li>• Wilson, T.D. (2006). The power of social psychological interventions. <i>Science</i>, Sept 1, 2006, pp. 1251-1252.</li> </ul>
<b>Sessions</b>
Session 1: Why Character? (OL) Session 2: (Re)Introducing Character Strength (OL) Session 3: Modeling a Character Strength (OL) Session 4: Building Character Strength (OL) Session 5: Putting it All Together (IP)
<b>Hours Total (OL)</b>
6.25 + AP

<b>Module Title</b>
SOP-200: Integrating the Elements of Effective Instruction II, Fall 2
<b>Module Summary</b>
Just as you did at the end of your first year at Relay GSE, in this module you will produce an extended video wherein you tag a number of the instructional strategies you have learned during your two years at Relay GSE.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will reflect on her instructional practice at the end of her second year at Relay GSE</li> </ul>
<b>Module Assessment</b>
Teachers will upload a video and reflection from their second year in the program
<b>Selected Readings</b>
N/A
<b>Sessions</b>
Assessment only; no sessions associated with this module.
<b>Hours Total (OL)</b>
6.25 + AP



# Spring 2

<b>Module Title</b>
TC-202: Using Data to Drive Intervention, Spring 2
<b>Module Summary</b>
Getting small-group re-teaching to happen <i>during</i> class time is a game-changer. Effective small-group re-teaching has the power to boost student engagement, save time and, most obviously, increase student learning. But the difficulty of doing small-group re-teaching <i>effectively</i> cannot be overstated.
In this single-session module, you'll learn several strategies for planning and facilitating intentional, data-driven, small-group re-teaching, and you'll devote time to planning how you'll apply the strategy of your choice in your classroom. Your assessment for this module will be an in-session exit ticket in which you intentionally select and demonstrate your application of a strategy shared in the session.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>The teacher will demonstrate preparedness to implement data-driven, small group re-teaching (NSTA 5a)</li> </ul>
<b>Module Assessment</b>
The teacher will submit an analysis of student data and a plan for a small-group re-teaching in response to the data.
<b>Selected Readings</b>
N/A
<b>Sessions</b>
Session 1: Strategies for Small Group Re-Teaching (IP)
<b>Hours Total (OL)</b>
2.5 (0)

<b>Module Title</b>
SCI-217: Model-based Inquiry & Conceptual Change, Spring 2
<b>Module Summary</b>
A mind may be a terrible thing to waste, but it's also a rather difficult thing to change. What science teachers refer to as students' misconceptions are in fact mental models constructed on a strong foundation of everyday experience. Students can durably amend their mental models only through sustained inquiry and deliberation. In this module, you'll learn how to promote conceptual change by putting students' mental models front-and-center during a unit. You'll chip away at misconceptions using a variety of techniques, and will even plan for your future professional development.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>The teacher will create a plan for a unit of Model-Based Inquiry (MBI) that is aligned, student-centered, and comprehensive (NSTA 2a, NSTA 2b, NSTA 2c, NSTA 3a, NSTA 3b)</li> <li>The teacher will analyze student-created explanatory models for both evidence of student achievement and information about how to improve her instruction (NSTA 5a, NSTA 5b)</li> <li>The teacher will demonstrate accurate knowledge of science content (NSTA 1a, NSTA 1b)</li> <li>The teacher will reflect on professional growth (NSTA 6a, NSTA 6b)</li> </ul>
<b>Module Assessment</b>
Teachers will submit a unit plan based on model-based inquiry. Additionally, teachers will submit student work from two points in the unit and an accompanying reflection. In the reflection, the teacher will analyze

students' shifting understanding and enhanced understanding. The teacher will then provide a reflection about the next steps they would take based on this analysis.

**Sessions**

- Session 1: Intro to Conceptual Change (OL, 0.5 hrs)
- Session 2: Engagement with Big Ideas (IP, 4.5 hrs)
- Session 3: Modeling in the Classroom – Introduction (OL, 0.75 hrs)
- Session 4: Modeling in the Classroom – Practice (IP, 4.5 hrs)
- Session 5: Changing Mental Models (OL, 0.5 hrs)
- Session 6: Conceptual Change Through Inquiry (IP, 4.5 hrs)
- Session 7: Leaders in Science Education (OL, 0.5 hrs)
- Session 8: Teacher Leadership & PD beyond Relay (IP, 4.5 hrs)

**Hours Total (OL)**

20.25 (2.25)

**Module Title**

SGA-202: Academic and Character Progress, Spring 2

**Module Summary**

In SGA-201, you set ambitious goals for yourself and for your students. Since then, you've been pushing hard toward those goals by using your teaching techniques in your daily classes. Your students have been working hard too, and you've been measuring their learning with exit tickets, quizzes, and observations. By now, you've also probably administered your second formal round of assessment, or you're getting ready to do so.

In SGA, it's time to continue moving forward by Tracking Progress (Step 4). In this module, you will step back from your day-to-day instruction to do two things. First, ensure you are maintaining complete and error-free student-level data; and second, begin to analyze your students' progress toward their ambitious goals. In just a few months, you will also leverage these data to write your end-of-year Data Narrative — a major component of your Master's Defense.

*SGA-202: Year 2 Pathway* is comprised of an online introduction session, one in-person data-check session, and one online data check. For each data check, you will learn best practices for tracking data, and will submit a new round of academic and character data, if applicable. You will also have ample work time and time to check-in with your faculty advisor. Let's get started on the next step of the Pathway!

**Module Goal(s)**

- The teacher collects ongoing rounds of complete and error-free Year 2 student-achievement data
- The teacher analyzes data in order to benchmark progress toward ambitious goals (NCTM 3g, NCTM 5c, ACEI 5.1)

**Module Assessment**

In this assessment, graduate students will submit and analyze two rounds of complete and error-free academic and character data. Graduate students measuring standards mastery will also submit an assessment that reflects the Relay GSE features of high-quality assessment.

**Selected Readings**

- Bambrick-Santoyo, P. (2010). *Driven By Data*. San Francisco: Jossey Bass
- Bempechat, J. (1992). "The Role of Parent Involvement in Children's Academic Achievement." *The School Community Journal*, 2 (2).
- Farr, S. (2010). *Teaching as leadership: The highly effective teacher's guide to closing the achievement gap*. San Francisco: Jossey-Bass.
- Harvard Family Research Project (Winter 2006-2007). *Family Involvement in Elementary School Children's Education. Family Involvement Makes a Difference. No. 2*. Harvard Graduate School of



Education. pp. 1-12.
<ul style="list-style-type: none"> <li>Levine, A.. (2005). Educating School Leaders. <a href="http://www.edschools.org/reports_leaders.htm">http://www.edschools.org/reports_leaders.htm</a></li> </ul>
<b>Sessions</b>
Session 1: Maintaining Complete and Accurate Data (OL) Session 2: Data Check #1 (IP) Session 3: Data Check #2 (OL)
<b>Hours Total (OL)</b>
3.5 (1) + AP

<b>Module Title</b>
SGA-203: Year 2 Outcomes, Spring 2
<b>Module Summary</b>
In this module, you'll develop a discriminating taste for high-quality data analysis. You'll learn to apply statistical techniques in order to discover trends in student performance. You'll disaggregate your data, create displays of student achievement, and summarize your findings. With your ability to discern excellence, you'll turn your nose up at defective analyses like Simpson's Paradox and misleading graphics. Throughout the module, you'll distill meaningful takeaways from the performances of all students at both the subgroup and the individual levels, and you'll leverage these discoveries to tell the story of their achievements in a polished, written account — your Data Narrative.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>The teacher will verify outcomes for end-of-year data (NSTA 5a, NSTA 5b)</li> <li>The teacher will introduce teaching context I</li> <li>The teacher will analyze data for all students</li> <li>The teacher will analyze data for subgroups of students</li> <li>The teacher will analyze data for one student</li> <li>The teacher will analyze character results</li> <li>The teacher will create next steps from analyses of academic and character data</li> </ul>
<b>Module Assessment</b>
Teachers will submit end-of-year data trackers to verify academic and character outcomes, and will produce a Data Narrative that tells the story of those outcomes.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>Bambrick-Santoyo, P. (2010). <i>Driven By Data</i>. San Francisco: Jossey Bass</li> <li>Bempechat, J. (1992). "The Role of Parent Involvement in Children's Academic Achievement." <i>The School Community Journal</i>, 2 (2).</li> <li>Farr, S. (2010). <i>Teaching as leadership: The highly effective teacher's guide to closing the achievement gap</i>. San Francisco: Jossey-Bass.</li> <li>Harvard Family Research Project (Winter 2006-2007). Family Involvement in Elementary School Children's Education. Family Involvement Makes a Difference. No. 2. Harvard Graduate School of Education. pp. 1-12.</li> <li>Levine, A.. (2005). Educating School Leaders. <a href="http://www.edschools.org/reports_leaders.htm">http://www.edschools.org/reports_leaders.htm</a></li> </ul>
<b>Sessions</b>
Session 1: The Master's Defense Launch (IP) Session 2: In-Depth Data Analysis (IP) Session 3: The Data Narrative (IP) Session 4: Character Results and Action Steps (IP) Session 5: Verify Outcomes (OL)
<b>Hours Total (OL)</b>
1 (1)

<b>Module Title</b>
SGA-210: The Master's Defense, Spring 2
<b>Module Summary</b>
Over the past two years at Relay GSE, you have gained knowledge, developed skills, and built the mindsets of a highly effective K-12 teacher. In your final chapter at Relay GSE, you'll celebrate these accomplishments in the Master's Defense capstone project. The Master's Defense is all about what you and your students have learned over the past two years. You'll reflect candidly on your teaching strengths, your areas of improvement, and your professional growth over your time at Relay GSE. You'll also highlight your students' learning via their academic outcomes and the character growth they've made as a result of having YOU as their teacher.
The Master's Defense is a two-part project that includes an annotated online Portfolio of your best module assessments, as well as an in-person Oral Defense in front of a small panel of Relay GSE faculty. This module will set you up for success in both parts of this capstone project.
<b>Module Goal(s)</b>
<ul style="list-style-type: none"> <li>• The teacher will curate and annotate a Master's Defense Portfolio</li> <li>• The teacher will prepare and present an Oral Defense</li> </ul>
<b>Module Assessment</b>
Teachers will curate and annotate an online Master's Defense Portfolio and present an in-person Oral Defense.
<b>Selected Readings</b>
<ul style="list-style-type: none"> <li>• Reynolds, G. (2008). <i>Presentation zen: Simple ideas on presentation design and delivery</i>. New Riders, Berkeley, CA, pp. 76-79.</li> </ul>
<b>Sessions</b>
Session 1: Master's Defense Portfolio (OL) Session 2: The Oral Defense (IP) Session 3: Effective Presentations (OL) Session 4: Dress Rehearsal (IP)
<b>Hours Total (OL)</b>
8 (1)

<b>Module Title</b>
CC-220: Joy, Spring 2
<b>Module Summary</b>
"What avail is it to win prescribed amounts of information about geography and history, to win the ability to read and write, if in the process the individual loses his own soul?" John Dewey, <i>Education and Experience</i> , 1938
Dewey's question is as relevant today as it was in 1938. At times, it may seem as though the importance of high-stakes testing and the pressure to adapt to the next wave of policy changes have eclipsed the importance of the affective attributes of teaching and learning in our national consciousness — attributes like curiosity, wonder, zest, and joy.
But great educators know that creating a joyful learning environment isn't anything like squaring a circle. Joy and learning aren't at odds. Rather, they're closely related.
This module presents perspectives on joy and happiness across time and discipline, and it shares four (of likely countless) approaches you can take to create a joyful classroom climate. You'll also have the

<p>opportunity to plan and practice facilitating joyful learning with your colleagues in an in-person session.</p> <p>Then, for your module assessment, you will submit classroom video and a written reflection on your approach to creating a joyful classroom climate.</p>
<p><b>Module Goal(s)</b></p> <ul style="list-style-type: none"> <li>• The teacher will exhibit intentionality in creating a joyful classroom climate</li> <li>• The teachers and students will exhibit joy (e.g., Smiling, laughter, passion, intense focus)</li> </ul>
<p><b>Module Assessment</b></p> <p>Teachers will submit video documentation and a written reflection on their efforts to create a joyful classroom climate through the approaches described in the module instruction.</p>
<p><b>Selected Readings</b></p> <ul style="list-style-type: none"> <li>• Csikszentmihalyi, M. (1990). <i>Flow: The psychology of optimal experience</i>. New York: Harper &amp; Row. P.2-4.</li> <li>• Lemov, Doug (2010). <i>Teach Like a Champion</i>. San Francisco, CA: Jossey Bass. pp. 131-134; 141-143; 214-218.</li> <li>• Peterson, C. (2006). <i>A primer in positive psychology</i>. Oxford: Oxford University Press. P.78-79.</li> <li>• Seligman, M.E.P. (2006). <i>Learned Optimism: How to change your mind and your life</i>. New York: Vintage Books</li> </ul>
<p><b>Sessions</b></p> <p>Session 1: Defining Joy (OL)          Session 2: Approaches to Creating a Joyful Climate (OL)          Session 3: Additional Considerations (OL)          Session 4: Joy in Practice (IP)</p>
<p><b>Hours Total (OL)</b></p> <p>6.25 (1.5) + AP</p>

# Assessments at Relay GSE

Relay GSE believes that the techniques, strategies, skills, and mindsets taught in the program will foster student growth and achievement in P-12 classrooms. The assessments graduate students complete will mirror, to the greatest extent possible, the kinds of tasks that great teachers do as part of their day-to-day work. These assessments are designed to help graduate students meaningfully improve their practice and lead their students to measurable academic gains and character growth.

Each module is paired with an assessment. Each of these assessments falls into one of three categories:

- 1) The assessment is submitted as part of a portfolio assessment for one of the six assessments
- 2) The assessment serves as a formative assessment for one of the six assessments
- 3) The assessment stands alone and is not associated with one of the six assessments

For further description of the assessments, please see the attachment.

## Rubric Scale for “Stand Alone” Assessments

The Relay GSE rubric measures graduate student performance on assessments. All rubrics use this scale:

(4) **Exemplary** – Graduate students who earn a 4 on a rubric row have demonstrated exemplary performance on the strategy or technique described in that row. Earning a 4 is rare.

(3) **Proficient** – Graduate students who earn a 3 on a rubric row have demonstrated solid, proficient performance of the strategy or technique described in that row. Earning 3s is the expected outcome of completing a module.

(2) **Foundational** – Graduate students who earn a 2 on a rubric row have demonstrated foundational skills with respect to the strategy or technique described in that row. With a little more support, they will likely be able to demonstrate proficiency on that strategy or skill

(1) **Attempting** – Graduate students who earn a 1 on a rubric row have attempted to master the strategy or technique described in that row. They need more support and/or need to put in more work before they can demonstrate proficiency on that strategy or technique. Earning multiple 1s in a given rubric row would indicate that a graduate student is highly unlikely to pass the module.

(0) **Lacking** - Graduate students who earn a 0 on a rubric row have not attempted to master the strategy or technique described in that row.

## Passing a Module

For each module in the Relay GSE program, there is a summative assessment. Each summative assessment has a rubric that uses the scale described above to provide the graduate student with feedback and measure his/her performance on the techniques and skills presented in that module.

**To pass a module, a graduate student must earn a score of 3 or above on the final row of the rubric,** which was constructed as a holistic measure of a graduate student’s performance on that module. If a module has five rows, and a graduate student earns a mix of 2s and 3s on the first four rows of the rubric, but his/her professor thinks that overall, he/she has demonstrated proficiency, the graduate student will earn a three on the final row and thereby pass the module.

## **Academic Honesty**

Relay GSE regards the following as acts of academic dishonesty: plagiarism, cheating on assessments, obtaining unfair advantage, and the falsification of records or official documents. These violations will be treated as serious offenses against the values of intellectual honesty. Enrolled teachers are expected to refrain from infractions against this code in all assignments and in all courses. Relay GSE is committed to enforcing this policy and will pursue cases of academic dishonesty according to the Academic Honesty and Collaboration Procedures described in the Relay GSE Graduate Student Handbook.

Any deliberate borrowing of the ideas, terms, statements, or knowledge of others without clear and specific acknowledgement of the source is intellectual theft and is called plagiarism. It is not plagiarism to borrow the ideas, terms, statements, or knowledge of others if the source is clearly and specifically acknowledged. Students who consult such critical material and wish to include some of the insights, terms, or statements encountered must provide full citations in an appropriate form. Relay GSE reserves the right to use technology to prevent and detect forms of plagiarism.

- When a faculty member suspects a graduate student has committed an act of academic dishonesty, the faculty member should first confer with the graduate student. If the graduate student admits to the violation, the faculty member in association with the Dean will administer a penalty commensurate with the offense. The penalty could range from a deduction in Professionalism to dismissal from the program.
- If the graduate student denies the allegation of academic dishonesty, the case goes to the Dean. The Dean will review the case with the faculty member and the graduate student. The Dean's judgment is final.

Many assessments will allow for collaboration between graduate students. When this is the case, the parameters for collaboration (e.g., how many people can collaborate on a given assessment, whether people other than RGSE graduate students can contribute to the assessment, etc.) will be clearly stated by faculty members. As a rule, anytime graduate students collaborate on assessments, they should be sure to list by name all fellow collaborators. Failure to list collaborators' names will be treated as an act of academic dishonesty.

## **Disability Policy**

Relay GSE will ensure that graduate students with learning, physical, and psychological difficulties and/or disabilities are able to complete the program's coursework with appropriate support and/or accommodations from Relay GSE staff, if needed. This support and/or accommodations will be monitored, reviewed and adjusted as necessary.

Upon admission to Relay GSE, graduate students will be entitled to receive the necessary support related to the disability. If a graduate student is interested in receiving such support and/or accommodations, he/she must register with Enrollment Services by downloading and completing a disabilities disclosure form from the "Enrollment Services" section of Minerva and emailing the completed form to [enrollment@relay.edu](mailto:enrollment@relay.edu). The Director of Enrollment Services and the Dean will then review the graduate student's registration information and supporting documents and begin coordinating support and/or accommodations for the student (as needed). If appropriate, Relay GSE may refer students to professional resources when deciding the level of disability and the level of further help and support required as identified.

For individuals with physical disabilities, Relay GSE will ensure that access to classroom facilities is appropriate and relocate teaching areas if required. Relay GSE will also ensure that, where possible, all classroom facilities are accessible and, where this is not feasible, ensure that alternative arrangements are made and that support and assistance is provided whenever possible.

## **Assessment #6: Year 1 Reflection for Elementary**

Method: Written Reflection

### **Assessment Description and Use in the Program**

Throughout their year, teachers are called to plan, practice, perform and reflect. These habits are essential to a teacher's ongoing growth. Many of our assessments focus on the first three components- planning, practicing and performing. In this assessment, teachers are provided the opportunity to reflect deeply on their practice and demonstrate how their reflection will lead to continuous growth.

### **Alignment to ACEI and CCT Standards**

ACEI: 5.1

CCT: 6.1, 6.2

### **Year 1 Reflection**

#### **Purpose of the Assignment:**

Over the past year at Relay GSE you have gained knowledge, developed skills, and built the mindsets of a highly effective K-12 teacher. In your final chapter at Relay GSE, you'll celebrate these accomplishments in the year 1 reflection project. The Year 1 Reflection is all about what you have learned over the past year. You'll reflect candidly on your teaching strengths, areas of improvement, and your professional growth over your time at Relay GSE.

The Year 1 Reflection is a three-part project that includes your written reflection, an analysis of student work and a teaching portfolio video. The portfolio will include (1) an instructional showcase video, (2) four annotations highlighting your best teaching skills learned across the four elements of effective instruction, (3) an analysis of the changes in your teaching practice over the past two years demonstrating insight on effective instruction, (4) an analysis and interpretation of student learning from your teaching and (5) an identification of the implications for future teaching and your own development.

#### **Directions:**

The Year 1 Reflection serves as the capstone project for your year, providing an opportunity for you to showcase your talent and hard work as a teacher and demonstrate your insight into effective teaching and student learning.

#### **Teaching Portfolio**

You will film 15-30 minutes of uncut instruction that represents you at your teaching best! Your instruction in this video should showcase your biggest learnings across your year at Relay. In planning your instruction, you should proactively plan to demonstrate teaching techniques or mindsets from your strongest module from each four Elements of Effective Instruction (Teaching Cycle, Self and Other People, Classroom Culture, and Content). Then, you will watch your classroom footage and annotate the salient moments in the video related to your selected modules. Finally, you will reflect on how those moments helped you lead your K-12 students to academic growth.

#### **Student Work Samples**

You will submit eight samples of student work related to a key standard from your instruction from this year. This work should be graded and include annotations about strengths and gaps in student understanding and mastery.



## Reflection

You will submit a written reflection responding to the prompt in the template. An analysis of student work should be included in this reflection, as well. This should reflect your ability to critically review your own teaching (from the video and from the student work samples), identify elements of effective teaching and demonstrate your commitment to continual growth as a teacher. You should identify your next steps as an instructor and to continue to grow professionally.

## Year 1 Reflection



## Year 1 Capstone

<b>Name:</b>		<b>Date &amp; Time of Filming:</b>	
<b>School:</b>		<b>Grade / Subject:</b>	
<b>Lesson Objective(s):</b>			

**Directions:** Film 15-30 minutes of uncut instruction that represents you at your teaching best! Your instruction in this video should showcase your biggest learnings across your year at Relay. In planning your instruction, you should proactively plan to demonstrate teaching techniques or mindsets from your strongest module from each four Elements of Effective Instruction (Teaching Cycle, Self and Other People, Classroom Culture, Content). Then, you will watch your classroom footage and annotate the salient moments in the video related to your selected modules. Finally, you will reflect on how those moments and your classroom overall have helped you lead your K-12 students to academic growth.

<b>Strongest Module Annotations</b>			
<b>Relay GSE Element</b>	<b>Video Timestamp</b>	<b>Strongest Module &amp; Instructional Strategy from module (if applicable)</b>	<b>Reflection:</b>
			<ul style="list-style-type: none"><li>• Why is this your strongest module within this element?</li><li>• How is your expertise in this module demonstrated in this video?</li><li>• How did what you learned in this module impact or change your teaching practice in general?</li><li>• How did what you learned in this module impact your student outcomes?</li><li>• How would you do this differently in a future lesson? (if applicable)</li></ul>
<b>Example: Content</b>	12:32-21:19	SCI-216: Inquiry Through the	<i>Planning in the 5E structure set me up to teach through inquiry more consistently. This structure is critical to ensuring my students are actually experiencing science- not simply learning</i>

		5E Model	<p><i>facts. With this structure, my students increased engagement and we were able to take on more rigorous content and skills.</i></p> <p><i>In this video, you'll see my students elaborating using crosscutting concepts. After a 5E lesson involving a model of seasons, students discussed and analyzed the limitation of the model. They even got to predicting how the imperfections of the model could further some misconceptions about relative size of the Earth, Sun, etc. The students propose how we could re-design the model we used to better tackle that naïve conception without reinforcing more.</i></p> <p><i>Incorporating the "elaborate using crosscutting concepts" helped me to push my planning beyond the content and skills for the day and to set my students up to think about overall themes and connections between each day.</i></p> <p><i>My reflection in this lesson was that I got so excited by the discussion and the rigor/thoughtfulness of student answers that it wasn't until I watched the video that I noticed 3-4 students were totally disengaged. If I could go back, I would make sure that I planned a turn and talk and that I quickly got to those students to ensure they were with us and/or uncover what was keeping them from being engaged.</i></p>
Self and Other People (SOP)			
Classroom Culture (CC)			
Teaching Cycle (TC)			
Content			

### Overall Reflection

Overall, at the end of your year at Relay GSE, how have the knowledge, skills, and mindsets you've learned impacted your teaching and your students' learning?

What did you find in the analysis of the student work samples? What are the implications on your teaching and practice?

What professional development opportunities have been the most beneficial over the past two years? Which publications or resources will you continue to leverage in coming years? Why?

How will you continue to improve and grow in the future?

**Assessment #6 Rubric**

	<b>Exemplary</b>	<b>Proficient</b>	<b>Foundational</b>	<b>Attempting</b>	<b>Lacking</b>
Teaching Portfolio: The teacher will film and annotate a Teaching Portfolio	Submits a video accompanied by four annotated portfolio entries and a reflection; video and reflection demonstrate exemplary teaching capacity	Submits a video accompanied by four annotated portfolio entries and a reflection; video and reflection demonstrate proficient teaching capacity	Submits a video accompanied by four annotated portfolio entries; video and reflection demonstrate foundational teaching capacity	Submits a video accompanied by four annotated portfolio entries and a reflection, but they seem to suggest only an attempt a proficient teaching capacity	Does not submit a video and four annotated portfolio entries and reflection
Written Reflection: The teacher will prepare a Written Reflection	Describes two key insights gleaned from Relay GSE work that demonstrate professional growth over the past year, and shows clear intent to leverage these insights in the future.	Describes two key insights gleaned from Relay GSE work that demonstrate professional growth over the past year	Describes two key insights gleaned from Relay GSE work that demonstrate limited professional growth over the past year	Describes two key insights gleaned from Relay GSE work, but insights do not reveal professional growth over the past year	Does not describe two key insights gleaned from Relay GSE work
Student Work Samples: The teacher will analyze student work	Accurately analyzes student work samples, insightfully draws conclusions about effective teacher actions and names appropriate next steps	Accurately analyzes student work samples, draws conclusions about effective teacher actions and names appropriate next steps	Analyzes student work samples with some accuracy and draws conclusions about effective teacher actions and names next steps	Attempts to analyze student work samples with some accuracy and draws conclusions about effective teacher actions and names next steps	Attempts to analyze student work samples with some accuracy and names next steps
Overall, the	The teacher	he teacher	he teacher told the	he teacher attempted	he teacher does not

teacher effectively presented her teaching progress and her students' academic achievement through the Teaching Portfolio and Written Reflection	accurately, clearly, and compellingly told the story of her students' achievement, and masterfully leveraged Relay coursework to lead students to those outcomes	accurately and clearly told the story of her students' achievement, and skillfully leveraged Relay coursework to lead students to those outcomes	story of her students' achievement, and leveraged Relay coursework to lead students to those outcomes, but the story lacks clarity AND/OR the connection to Relay coursework is weak	to tell the story of her students' achievement, and leveraged Relay coursework to lead students to those outcomes, but the story is inaccurate AND/OR there is no connection to Relay coursework	tell the story of her students' achievement, or the connection between that achievement and her Relay coursework
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**Observation Rubric**

	<b>Exemplary</b>	<b>Proficient</b>	<b>Foundational</b>	<b>Attempting</b>	<b>Lacking</b>
Classroom Culture	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is exemplary	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is proficient	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is foundational	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is attempting	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is lacking
Teaching Cycle	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is exemplary	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is proficient	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is foundational	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is attempting	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is lacking
Content	Based on the indicators assessed, the teacher's application of Content indicators is exemplary	Based on the indicators assessed, the teacher's application of Content indicators is proficient	Based on the indicators assessed, the teacher's application of Content indicators is	Based on the indicators assessed, the teacher's application of Content indicators is	Based on the indicators assessed, the teacher's application of Content indicators is lacking

			foundational	attempting	
Self and Other People	Based on the indicators assessed, the teacher's application of Self and Other People indicators is exemplary	Based on the indicators assessed, the teacher's application of Self and Other People indicators is proficient	Based on the indicators assessed, the teacher's application of Self and Other People indicators is foundational	Based on the indicators assessed, the teacher's application of Self and Other People indicators is attempting	Based on the indicators assessed, the teacher's application of Self and Other People indicators is lacking
Switch Row: The teacher will demonstration application of the Relay GSE Elements of Effective Instruction in her classroom	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is exemplary	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is proficient	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is foundational	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is attempting	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is lacking

**Assessment #6 Rubric- Elementary Addendum**

	<b>Exemplary</b>	<b>Proficient</b>	<b>Foundational</b>	<b>Attempting</b>	<b>Lacking</b>
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Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally (5.1)	Reflection demonstrates nuanced awareness of and reflection on teacher practice and references research on teaching, professional ethics and resources available	Reflection demonstrates awareness of and reflection on teacher practice and references research on teaching, professional ethics and resources available	Reflection demonstrates some awareness of and reflection on teacher practice and references research on teaching, professional ethics and resources available	Reflection demonstrates limited awareness of and reflection on teacher practice and references research on teaching, professional ethics and resources available	Reflection does not demonstrate awareness of or reflection on teacher practice
	Reflection includes deep evaluation of the effects of their teacher moves and professional decisions on students, families and other professionals in the learning community	Reflection includes an evaluation of the effects of their teacher moves and professional decisions on students, families and other professionals in the learning community	Reflection includes some evaluation of the effects of their teacher moves and professional decisions on students, families and other professionals in the learning community	Reflection includes an attempted evaluation of the effects of their teacher moves and professional decisions on students, families and other professionals in the learning community	Reflection does not include an evaluation of the effects of their teacher moves and professional decisions on students, families and other professionals in the learning community
	The reflection demonstrates a clear commitment to actively seek out opportunities for professional growth	The reflection demonstrates a commitment to actively seek out opportunities for professional growth	The reflection demonstrates some commitment to actively seek out opportunities for professional growth	The reflection demonstrates limited commitment to actively seek out opportunities for professional growth	The reflection does not demonstrate a commitment to actively seek out opportunities for professional growth





## **Assessment #6: Year 1 Reflection for Elementary**

Method: Written Reflection

### **Assessment Description and Use in the Program**

Throughout their year, teachers are called to plan, practice, perform and reflect. These habits are essential to a teacher's ongoing growth. Many of our assessments focus on the first three components- planning, practicing and performing. In this assessment, teachers are provided the opportunity to reflect deeply on their practice and demonstrate how their reflection will lead to continuous growth.

### **Alignment to ACEI and CCT Standards**

ACEI: 5.1

CCT: 6.1, 6.2

### **Year 1 Reflection**

#### **Purpose of the Assignment:**

Over the past year at Relay GSE you have gained knowledge, developed skills, and built the mindsets of a highly effective K-12 teacher. In your final chapter at Relay GSE, you'll celebrate these accomplishments in the year 1 reflection project. The Year 1 Reflection is all about what you have learned over the past year. You'll reflect candidly on your teaching strengths, areas of improvement, and your professional growth over your time at Relay GSE.

The Year 1 Reflection is a three-part project that includes your written reflection, an analysis of student work and a teaching portfolio video. The portfolio will include (1) an instructional showcase video, (2) four annotations highlighting your best teaching skills learned across the four elements of effective instruction, (3) an analysis of the changes in your teaching practice over the past two years demonstrating insight on effective instruction, (4) an analysis and interpretation of student learning from your teaching and (5) an identification of the implications for future teaching and your own development.

#### **Directions:**

The Year 1 Reflection serves as the capstone project for your first year, providing an opportunity for you to showcase your talent and hard work as a teacher and demonstrate your insight into effective teaching and student learning.

#### **Teaching Portfolio**

You will film 15-30 minutes of uncut instruction that represents you at your teaching best! Your instruction in this video should showcase your biggest learnings across your year at Relay. In planning your instruction, you should proactively plan to demonstrate teaching techniques or mindsets from your strongest module from each four Elements of Effective Instruction (Teaching Cycle, Self and Other People, Classroom Culture, and Content). Then, you will watch your classroom footage and annotate the salient moments in the video related to your selected modules. Finally, you will reflect on how those moments helped you lead your K-12 students to academic growth.

#### **Student Work Samples**

You will submit eight samples of student work related to a key standard from your instruction from this year. This work should be graded and include annotations about strengths and gaps in student understanding and mastery.

## Reflection

You will submit a written reflection responding to the prompt in the template. An analysis of student work should be included in this reflection, as well. This should reflect your ability to critically review your own teaching (from the video and from the student work samples), identify elements of effective teaching and demonstrate your commitment to continual growth as a teacher. You should identify your next steps as an instructor and to continue to grow professionally.

## Year 1 Reflection



## Year 1 Reflection

<b>Name:</b>		<b>Date &amp; Time of Filming:</b>	
<b>School:</b>		<b>Grade / Subject:</b>	
<b>Lesson Objective(s):</b>			

**Directions:** Film 15-30 minutes of uncut instruction that represents you at your teaching best! Your instruction in this video should showcase your biggest learnings across your year at Relay. In planning your instruction, you should proactively plan to demonstrate teaching techniques or mindsets from your strongest module from each four Elements of Effective Instruction (Teaching Cycle, Self and Other People, Classroom Culture, Content). Then, you will watch your classroom footage and annotate the salient moments in the video related to your selected modules. Finally, you will reflect on how those moments and your classroom overall have helped you lead your K-12 students to academic growth.

<b>Strongest Module Annotations</b>			
<b>Relay GSE Element</b>	<b>Video Timestamp</b>	<b>Strongest Module &amp; Instructional Strategy from module (if applicable)</b>	<b>Reflection:</b>
			<ul style="list-style-type: none"><li>• Why is this your strongest module within this element?</li><li>• How is your expertise in this module demonstrated in this video?</li><li>• How did what you learned in this module impact or change your teaching practice in general?</li><li>• How did what you learned in this module impact your student outcomes?</li><li>• How would you do this differently in a future lesson? (if applicable)</li></ul>
<b>Example: Content</b>	12:32-21:19	SCI-216: Inquiry Through the 5E Model	<i>Planning in the 5E structure set me up to teach through inquiry more consistently. This structure is critical to ensuring my students are actually experiencing science- not simply learning facts. With this structure, my students increased engagement and we were able to take on more rigorous content and skills.</i>

			<p><i>In this video, you'll see my students elaborating using crosscutting concepts. After a 5E lesson involving a model of seasons, students discussed and analyzed the limitation of the model. They even got to predicting how the imperfections of the model could further some misconceptions about relative size of the Earth, Sun, etc. The students propose how we could re-design the model we used to better tackle that naïve conception without reinforcing more.</i></p> <p><i>Incorporating the "elaborate using crosscutting concepts" helped me to push my planning beyond the content and skills for the day and to set my students up to think about overall themes and connections between each day.</i></p> <p><i>My reflection in this lesson was that I got so excited by the discussion and the rigor/thoughtfulness of student answers that it wasn't until I watched the video that I noticed 3-4 students were totally disengaged. If I could go back, I would make sure that I planned a turn and talk and that I quickly got to those students to ensure they were with us and/or uncover what was keeping them from being engaged.</i></p>
<b>Self and Other People (SOP)</b>			
<b>Classroom Culture (CC)</b>			
<b>Teaching Cycle (TC)</b>			
<b>Content</b>			

### **Overall Reflection**

Overall, at the end of your year at Relay GSE, how have the knowledge, skills, and mindsets you've learned impacted your teaching and your students' learning?

What did you find in the analysis of the student work samples? What are the implications on your teaching and practice?

What professional development opportunities have been the most beneficial over the past two years? Which publications or resources will you continue to leverage in coming years? Why?

How will you continue to improve and grow in the future?



**Assessment #6 Rubric**

	<b>Exemplary</b>	<b>Proficient</b>	<b>Foundational</b>	<b>Attempting</b>	<b>Lacking</b>
Teaching Portfolio: The teacher will film and annotate a Teaching Portfolio	Submits a video accompanied by four annotated portfolio entries and a reflection; video and reflection demonstrate exemplary teaching capacity	Submits a video accompanied by four annotated portfolio entries and a reflection; video and reflection demonstrate proficient teaching capacity	Submits a video accompanied by four annotated portfolio entries; video and reflection demonstrate foundational teaching capacity	Submits a video accompanied by four annotated portfolio entries and a reflection, but they seem to suggest only an attempt a proficient teaching capacity	Does not submit a video and four annotated portfolio entries and reflection
Written Reflection: The teacher will prepare a Written Reflection	Describes two key insights gleaned from Relay GSE work that demonstrate professional growth over the past two years, and shows clear intent to leverage these insights in the future	Describes two key insights gleaned from Relay GSE work that demonstrate professional growth over the past two years	Describes two key insights gleaned from Relay GSE work that demonstrate limited professional growth over the past two years	Describes two key insights gleaned from Relay GSE work, but insights do not reveal professional growth over the past two years	Does not describe two key insights gleaned from Relay GSE work
Student Work Samples: The teacher will analyze student work	Accurately analyzes student work samples, insightfully draws conclusions about effective teacher actions and names appropriate next steps	Accurately analyzes student work samples, draws conclusions about effective teacher actions and names appropriate next steps	Analyzes student work samples with some accuracy and draws conclusions about effective teacher actions and names next steps	Attempts to analyze student work samples with some accuracy and draws conclusions about effective teacher actions and names next steps	Attempts to analyze student work samples with some accuracy and names next steps
Overall, the teacher	The teacher accurately, clearly,	the teacher accurately and	he teacher told the story of her	he teacher attempted to tell the story of her	he teacher does not tell the story of her

effectively presented her teaching progress and her students' academic achievement through the Teaching Portfolio and Written Reflection	and compellingly told the story of her students' achievement, and masterfully leveraged Relay coursework to lead students to those outcomes	clearly told the story of her students' achievement, and skillfully leveraged Relay coursework to lead students to those outcomes	students' achievement, and leveraged Relay coursework to lead students to those outcomes, but the story lacks clarity AND/OR the connection to Relay coursework is weak	students' achievement, and leveraged Relay coursework to lead students to those outcomes, but the story is inaccurate AND/OR there is no connection to Relay coursework	students' achievement, or the connection between that achievement and her Relay coursework
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**Observation Rubric**

	<b>Exemplary</b>	<b>Proficient</b>	<b>Foundational</b>	<b>Attempting</b>	<b>Lacking</b>
Classroom Culture	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is exemplary	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is proficient	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is foundational	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is attempting	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is lacking
Teaching Cycle	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is exemplary	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is proficient	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is foundational	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is attempting	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is lacking
Content	Based on the indicators assessed, the teacher's application of Content indicators is exemplary	Based on the indicators assessed, the teacher's application of Content indicators is proficient	Based on the indicators assessed, the teacher's application of Content indicators is foundational	Based on the indicators assessed, the teacher's application of Content indicators is attempting	Based on the indicators assessed, the teacher's application of Content indicators is lacking



Self and Other People	Based on the indicators assessed, the teacher's application of Self and Other People indicators is exemplary	Based on the indicators assessed, the teacher's application of Self and Other People indicators is proficient	Based on the indicators assessed, the teacher's application of Self and Other People indicators is foundational	Based on the indicators assessed, the teacher's application of Self and Other People indicators is attempting	Based on the indicators assessed, the teacher's application of Self and Other People indicators is lacking
Switch Row: The teacher will demonstrate application of the Relay GSE Elements of Effective Instruction in her classroom	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is exemplary	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is proficient	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is foundational	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is attempting	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is lacking

**Assessment #6 Rubric- Elementary Addendum**

	<b>Exemplary</b>	<b>Proficient</b>	<b>Foundational</b>	<b>Attempting</b>	<b>Lacking</b>
Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals	Reflection demonstrates nuanced awareness of and reflection on teacher practice and references research on teaching, professional ethics and resources available	Reflection demonstrates awareness of and reflection on teacher practice and references research on teaching, professional ethics and resources available	Reflection demonstrates some awareness of and reflection on teacher practice and references research on teaching, professional ethics and resources available	Reflection demonstrates limited awareness of and reflection on teacher practice and references research on teaching, professional ethics and resources available	Reflection does not demonstrate awareness of or reflection on teacher practice

in the learning community and actively seek out opportunities to grow professionally (5.1)	Reflection includes deep evaluation of the effects of their teacher moves and professional decisions on students, families and other professionals in the learning community	Reflection includes an evaluation of the effects of their teacher moves and professional decisions on students, families and other professionals in the learning community	Reflection includes some evaluation of the effects of their teacher moves and professional decisions on students, families and other professionals in the learning community	Reflection includes an attempted evaluation of the effects of their teacher moves and professional decisions on students, families and other professionals in the learning community	Reflection does not include an evaluation of the effects of their teacher moves and professional decisions on students, families and other professionals in the learning community
	The reflection demonstrates a clear commitment to actively seek out opportunities for professional growth	The reflection demonstrates a commitment to actively seek out opportunities for professional growth	The reflection demonstrates some commitment to actively seek out opportunities for professional growth	The reflection demonstrates limited commitment to actively seek out opportunities for professional growth	The reflection does not demonstrate a commitment to actively seek out opportunities for professional growth

## **Assessment #6: Year 1 Reflection for Secondary ELA**

Method: Written Reflection

### **Assessment Description and Use in the Program**

Throughout their year, teachers are called to plan, practice, perform and reflect. These habits are essential to a teacher's ongoing growth. Many of our assessments focus on the first three components- planning, practicing and performing. In this assessment, teachers are provided the opportunity to reflect deeply on their practice and demonstrate how their reflection will lead to continuous growth.

### **Alignment to NCTE and CCT Standards**

NCTE: VII-1, VII-2

CCT: 6.1, 6.2

### **Year 1 Reflection**

#### **Purpose of the Assignment:**

Over the past year at Relay GSE you have gained knowledge, developed skills, and built the mindsets of a highly effective K-12 teacher. In your final chapter at Relay GSE, you'll celebrate these accomplishments in the year 1 reflection project. The Year 1 Reflection is all about what you have learned over the past year. You'll reflect candidly on your teaching strengths, areas of improvement, and your professional growth over your time at Relay GSE.

The Year 1 Reflection is a two-part project that includes your written reflection and a teaching portfolio video. The portfolio will include (1) an instructional showcase video, (2) four annotations highlighting your best teaching skills learned across the four elements of effective instruction, and (3) a reflection on the changes in your teaching practice over the past two years.

#### **Directions:**

The Year 1 Reflection serves as the capstone project for your first year, providing an opportunity for you to showcase your talent and hard work as a teacher.

#### **Teaching Portfolio**

You will film 15-30 minutes of uncut instruction that represents you at your teaching best! Your instruction in this video should showcase your biggest learnings across your year at Relay. In planning your instruction, you should proactively plan to demonstrate teaching techniques or mindsets from your strongest module from each four Elements of Effective Instruction (Teaching Cycle, Self and Other People, Classroom Culture, and Content). Then, you will watch your classroom footage and annotate the salient moments in the video related to your selected modules. Finally, you will reflect on how those moments helped you lead your K-12 students to academic growth.

#### **Student Work Samples**

You will submit eight samples of student work related to a key standard from your instruction from this year. This work should be graded and include annotations about strengths and gaps in student understanding and mastery.

#### **Reflection**

You will submit a written reflection responding to the prompt in the template. An analysis of student work should be included in this reflection, as well. This should reflect your ability to critically review your

own teaching (from the video and from the student work samples), identify elements of effective teaching and demonstrate your commitment to continual growth as a teacher. You should identify your next steps as an instructor and to continue to grow professionally.

**Year 1 Reflection**



**Year 1 Reflection**

<b>Name:</b>		<b>Date &amp; Time of Filming:</b>	
<b>School:</b>		<b>Grade / Subject:</b>	
<b>Lesson Objective(s):</b>			

**Directions:** Film 15-30 minutes of uncut instruction that represents you at your teaching best! Your instruction in this video should showcase your biggest learnings across your year at Relay. In planning your instruction, you should proactively plan to demonstrate teaching techniques or mindsets from your strongest module from each four Elements of Effective Instruction (Teaching Cycle, Self and Other People, Classroom Culture, Content). Then, you will watch your classroom footage and annotate the salient moments in the video related to your selected modules. Finally, you will reflect on how those moments and your classroom overall have helped you lead your K-12 students to academic growth.

<b>Strongest Module Annotations</b>			
<b>Relay GSE Element</b>	<b>Video Timestamp</b>	<b>Strongest Module &amp; Instructional Strategy from module (if applicable)</b>	<b>Reflection:</b>
			<ul style="list-style-type: none"> <li>• Why is this your strongest module within this element?</li> <li>• How is your expertise in this module demonstrated in this video?</li> <li>• How did what you learned in this module impact or change your teaching practice in general?</li> <li>• How did what you learned in this module impact your student outcomes?</li> <li>• How would you do this differently in a future lesson? (if applicable)</li> </ul>
<b>Example: Content</b>	12:32-21:19	SCI-216: Inquiry Through the 5E Model	<p><i>Planning in the 5E structure set me up to teach through inquiry more consistently. This structure is critical to ensuring my students are actually experiencing science- not simply learning facts. With this structure, my students increased engagement and we were able to take on more rigorous content and skills.</i></p> <p><i>In this video, you'll see my students elaborating using crosscutting concepts. After a 5E lesson involving a model of</i></p>

			<p>seasons, students discussed and analyzed the limitation of the model. They even got to predicting how the imperfections of the model could further some misconceptions about relative size of the Earth, Sun, etc. The students propose how we could re-design the model we used to better tackle that naïve conception without reinforcing more.</p> <p>Incorporating the “elaborate using crosscutting concepts” helped me to push my planning beyond the content and skills for the day and to set my students up to think about overall themes and connections between each day.</p> <p>My reflection in this lesson was that I got so excited by the discussion and the rigor/thoughtfulness of student answers that it wasn’t until I watched the video that I noticed 3-4 students were totally disengaged. If I could go back, I would make sure that I planned a turn and talk and that I quickly got to those students to ensure they were with us and/or uncover what was keeping them from being engaged.</p>
<b>Self and Other People (SOP)</b>			
<b>Classroom Culture (CC)</b>			
<b>Teaching Cycle (TC)</b>			
<b>Content</b>			

### **Overall Reflection**

Overall, at the end of your year at Relay GSE, how have the knowledge, skills, and mindsets you’ve learned impacted your teaching and your students’ learning?

What did you find in the analysis of the student work samples? What are the implications on your teaching and practice?

What professional development opportunities have been the most beneficial over the past two years? Which publications or resources will you continue to leverage in coming years? Why?

How will you continue to improve and grow in the future?

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**Assessment #6 Rubric**

	<b>Exemplary</b>	<b>Proficient</b>	<b>Foundational</b>	<b>Attempting</b>	<b>Lacking</b>
Teaching Portfolio: The teacher will film and annotate a Teaching Portfolio	Submits a video accompanied by four annotated portfolio entries and a reflection; video and reflection demonstrate exemplary teaching capacity	Submits a video accompanied by four annotated portfolio entries and a reflection; video and reflection demonstrate proficient teaching capacity	Submits a video accompanied by four annotated portfolio entries; video and reflection demonstrate foundational teaching capacity	Submits a video accompanied by four annotated portfolio entries and a reflection, but they seem to suggest only an attempt a proficient teaching capacity	Does not submit a video and four annotated portfolio entries and reflection
Written Reflection: The teacher will prepare a Written Reflection	Describes two key insights gleaned from Relay GSE work that demonstrate professional growth over the past two years, and shows clear intent to leverage these insights in the future	Describes two key insights gleaned from Relay GSE work that demonstrate professional growth over the past two years	Describes two key insights gleaned from Relay GSE work that demonstrate limited professional growth over the past two years	Describes two key insights gleaned from Relay GSE work, but insights do not reveal professional growth over the past two years	Does not describe two key insights gleaned from Relay GSE work
Student Work Samples: The teacher will analyze student work	Accurately analyzes student work samples, insightfully draws conclusions about effective teacher actions and names appropriate next steps	Accurately analyzes student work samples, draws conclusions about effective teacher actions and names appropriate next steps	Analyzes student work samples with some accuracy and draws conclusions about effective teacher actions and names next steps	Attempts to analyze student work samples with some accuracy and draws conclusions about effective teacher actions and names next steps	Attempts to analyze student work samples with some accuracy and names next steps
Overall, the teacher	The teacher accurately, clearly,	The teacher accurately and	The teacher told the story of her	The teacher attempted to tell the story of her	The teacher does not tell the story of her



effectively presented her teaching progress and her students' academic achievement through the Teaching Portfolio and Written Reflection	and compellingly told the story of her students' achievement, and masterfully leveraged Relay coursework to lead students to those outcomes	clearly told the story of her students' achievement, and skillfully leveraged Relay coursework to lead students to those outcomes	students' achievement, and leveraged Relay coursework to lead students to those outcomes, but the story lacks clarity AND/OR the connection to Relay coursework is weak	students' achievement, and leveraged Relay coursework to lead students to those outcomes, but the story is inaccurate AND/OR there is no connection to Relay coursework	students' achievement, or the connection between that achievement and her Relay coursework
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**Observation Rubric**

	<b>Exemplary</b>	<b>Proficient</b>	<b>Foundational</b>	<b>Attempting</b>	<b>Lacking</b>
Classroom Culture	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is exemplary	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is proficient	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is foundational	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is attempting	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is lacking
Teaching Cycle	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is exemplary	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is proficient	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is foundational	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is attempting	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is lacking
Content	Based on the indicators assessed, the teacher's application of Content indicators is exemplary	Based on the indicators assessed, the teacher's application of Content indicators is proficient	Based on the indicators assessed, the teacher's application of Content indicators is foundational	Based on the indicators assessed, the teacher's application of Content indicators is attempting	Based on the indicators assessed, the teacher's application of Content indicators is lacking

Self and Other People	Based on the indicators assessed, the teacher's application of Self and Other People indicators is exemplary	Based on the indicators assessed, the teacher's application of Self and Other People indicators is proficient	Based on the indicators assessed, the teacher's application of Self and Other People indicators is foundational	Based on the indicators assessed, the teacher's application of Self and Other People indicators is attempting	Based on the indicators assessed, the teacher's application of Self and Other People indicators is lacking
Switch Row: The teacher will demonstrate application of the Relay GSE Elements of Effective Instruction in her classroom	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is exemplary	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is proficient	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is foundational	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is attempting	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is lacking

**Assessment #6 Rubric- Secondary ELA Addendum**

	<b>Exemplary</b>	<b>Proficient</b>	<b>Foundational</b>	<b>Attempting</b>	<b>Lacking</b>
Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA. (VII-1)	Reflection demonstrates nuanced awareness of and reflection on teacher practice and references research on teaching, professional ethics and resources available	Reflection demonstrates awareness of and reflection on teacher practice and references research on teaching, professional ethics and resources available	Reflection demonstrates some awareness of and reflection on teacher practice and references research on teaching, professional ethics and resources available	Reflection demonstrates limited awareness of and reflection on teacher practice and references research on teaching, professional ethics and resources available	Reflection does not demonstrate awareness of or reflection on teacher practice

	Reflection includes deep evaluation of the effects of their teacher moves and professional decisions on students, families and other professionals in the learning community	Reflection includes an evaluation of the effects of their teacher moves and professional decisions on students, families and other professionals in the learning community	Reflection includes some evaluation of the effects of their teacher moves and professional decisions on students, families and other professionals in the learning community	Reflection includes an attempted evaluation of the effects of their teacher moves and professional decisions on students, families and other professionals in the learning community	Reflection does not include an evaluation of the effects of their teacher moves and professional decisions on students, families and other professionals in the learning community
	The reflection demonstrates a clear commitment to actively seek out opportunities for professional growth	The reflection demonstrates a commitment to actively seek out opportunities for professional growth	The reflection demonstrates some commitment to actively seek out opportunities for professional growth	The reflection demonstrates limited commitment to actively seek out opportunities for professional growth	The reflection does not demonstrate a commitment to actively seek out opportunities for professional growth
Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement. (VII-2)	Reflection demonstrates thoughtful, nuanced engagement with the focus questions and demonstrates clear willingness to collaborate and commitment to continuous professional growth	Reflection demonstrates thoughtful engagement with the focus questions and demonstrates willingness to collaborate and commitment to continuous professional growth	Reflection demonstrates limited engagement with the focus questions and demonstrates some willingness to collaborate and commitment to continuous professional growth	Reflection demonstrates limited engagement with some of the focus questions and demonstrates limited willingness to collaborate and commitment to continuous professional growth	Reflection does not demonstrate thoughtful engagement with the focus questions nor demonstrates willingness to collaborate and commitment to continuous professional growth





## **Assessment #6: Year 1 Reflection for Secondary ELA**

Method: Written Reflection

### **Assessment Description and Use in the Program**

Throughout their year, teachers are called to plan, practice, perform and reflect. These habits are essential to a teacher's ongoing growth. Many of our assessments focus on the first three components- planning, practicing and performing. In this assessment, teachers are provided the opportunity to reflect deeply on their practice and demonstrate how their reflection will lead to continuous growth.

### **Alignment to NCTE and CCT Standards**

NCTE: VII-1, VII-2

CCT: 6.1, 6.2

### **Year 1 Reflection**

#### **Purpose of the Assignment:**

Over the past year at Relay GSE you have gained knowledge, developed skills, and built the mindsets of a highly effective K-12 teacher. In your final chapter at Relay GSE, you'll celebrate these accomplishments in the year 1 reflection project. The Year 1 Reflection is all about what you have learned over the past year. You'll reflect candidly on your teaching strengths, areas of improvement, and your professional growth over your time at Relay GSE.

The Year 1 Reflection is a three-part project that includes your written reflection, an analysis of student work and a teaching portfolio video. The portfolio will include (1) an instructional showcase video, (2) four annotations highlighting your best teaching skills learned across the four elements of effective instruction, (3) an analysis of the changes in your teaching practice over the past two years demonstrating insight on effective instruction, (4) an analysis and interpretation of student learning from your teaching and (5) an identification of the implications for future teaching and your own development.

#### **Directions:**

The Year 1 Reflection serves as the capstone project for your year, providing an opportunity for you to showcase your talent and hard work as a teacher and demonstrate your insight into effective teaching and student learning.

#### **Teaching Portfolio**

You will film 15-30 minutes of uncut instruction that represents you at your teaching best! Your instruction in this video should showcase your biggest learnings across your year at Relay. In planning your instruction, you should proactively plan to demonstrate teaching techniques or mindsets from your strongest module from each four Elements of Effective Instruction (Teaching Cycle, Self and Other People, Classroom Culture, and Content). Then, you will watch your classroom footage and annotate the salient moments in the video related to your selected modules. Finally, you will reflect on how those moments helped you lead your K-12 students to academic growth.

#### **Student Work Samples**

You will submit eight samples of student work related to a key standard from your instruction from this year. This work should be graded and include annotations about strengths and gaps in student understanding and mastery.

## Reflection

You will submit a written reflection responding to the prompt in the template. An analysis of student work should be included in this reflection, as well. This should reflect your ability to critically review your own teaching (from the video and from the student work samples), identify elements of effective teaching and demonstrate your commitment to continual growth as a teacher. You should identify your next steps as an instructor and to continue to grow professionally.

## Year 1 Reflection



## Year 1 Reflection

<b>Name:</b>		<b>Date &amp; Time of Filming:</b>	
<b>School:</b>		<b>Grade / Subject:</b>	
<b>Lesson Objective(s):</b>			

**Directions:** Film 15-30 minutes of uncut instruction that represents you at your teaching best! Your instruction in this video should showcase your biggest learnings across your year at Relay. In planning your instruction, you should proactively plan to demonstrate teaching techniques or mindsets from your strongest module from each four Elements of Effective Instruction (Teaching Cycle, Self and Other People, Classroom Culture, Content). Then, you will watch your classroom footage and annotate the salient moments in the video related to your selected modules. Finally, you will reflect on how those moments and your classroom overall have helped you lead your K-12 students to academic growth.

<b>Strongest Module Annotations</b>			
<b>Relay GSE Element</b>	<b>Video Timestamp</b>	<b>Strongest Module &amp; Instructional Strategy from module (if applicable)</b>	<b>Reflection:</b>
			<ul style="list-style-type: none"><li>• Why is this your strongest module within this element?</li><li>• How is your expertise in this module demonstrated in this video?</li><li>• How did what you learned in this module impact or change your teaching practice in general?</li><li>• How did what you learned in this module impact your student outcomes?</li><li>• How would you do this differently in a future lesson? (if applicable)</li></ul>
<b>Example: Content</b>	12:32-21:19	SCI-216: Inquiry Through the	<i>Planning in the 5E structure set me up to teach through inquiry more consistently. This structure is critical to ensuring my students are actually experiencing science- not simply learning</i>



		5E Model	<p><i>facts. With this structure, my students increased engagement and we were able to take on more rigorous content and skills.</i></p> <p><i>In this video, you'll see my students elaborating using crosscutting concepts. After a 5E lesson involving a model of seasons, students discussed and analyzed the limitation of the model. They even got to predicting how the imperfections of the model could further some misconceptions about relative size of the Earth, Sun, etc. The students propose how we could re-design the model we used to better tackle that naïve conception without reinforcing more.</i></p> <p><i>Incorporating the "elaborate using crosscutting concepts" helped me to push my planning beyond the content and skills for the day and to set my students up to think about overall themes and connections between each day.</i></p> <p><i>My reflection in this lesson was that I got so excited by the discussion and the rigor/thoughtfulness of student answers that it wasn't until I watched the video that I noticed 3-4 students were totally disengaged. If I could go back, I would make sure that I planned a turn and talk and that I quickly got to those students to ensure they were with us and/or uncover what was keeping them from being engaged.</i></p>
Self and Other People (SOP)			
Classroom Culture (CC)			
Teaching Cycle (TC)			
Content			

**Overall Reflection**

Overall, at the end of your year at Relay GSE, how have the knowledge, skills, and mindsets you've learned impacted your teaching and your students' learning?

What did you find in the analysis of the student work samples? What are the implications on your teaching and practice?

What professional development opportunities have been the most beneficial over the past two years? Which publications or resources will you continue to leverage in coming years? Why?

How will you continue to improve and grow in the future?

**Assessment #6 Rubric**

	<b>Exemplary</b>	<b>Proficient</b>	<b>Foundational</b>	<b>Attempting</b>	<b>Lacking</b>
Teaching Portfolio: The teacher will film and annotate a Teaching Portfolio	Submits a video accompanied by four annotated portfolio entries and a reflection; video and reflection demonstrate exemplary teaching capacity	Submits a video accompanied by four annotated portfolio entries and a reflection; video and reflection demonstrate proficient teaching capacity	Submits a video accompanied by four annotated portfolio entries; video and reflection demonstrate foundational teaching capacity	Submits a video accompanied by four annotated portfolio entries and a reflection, but they seem to suggest only an attempt a proficient teaching capacity	Does not submit a video and four annotated portfolio entries and reflection
Written Reflection: The teacher will prepare a Written Reflection	Describes two key insights gleaned from Relay GSE work that demonstrate professional growth over the past year, and shows clear intent to leverage these insights in the future	Describes two key insights gleaned from Relay GSE work that demonstrate professional growth over the past year	Describes two key insights gleaned from Relay GSE work that demonstrate limited professional growth over the past year	Describes two key insights gleaned from Relay GSE work, but insights do not reveal professional growth over the past year	Does not describe two key insights gleaned from Relay GSE work
Student Work Samples: The teacher will analyze student work	Accurately analyzes student work samples, insightfully draws conclusions about effective teacher actions and names appropriate next steps	Accurately analyzes student work samples, draws conclusions about effective teacher actions and names appropriate next steps	Analyzes student work samples with some accuracy and draws conclusions about effective teacher actions and names next steps	Attempts to analyze student work samples with some accuracy and draws conclusions about effective teacher actions and names next steps	Attempts to analyze student work samples with some accuracy and names next steps
Overall, the teacher	The teacher accurately, clearly,	The teacher accurately and	The teacher told the story of her	The teacher attempted to tell the story of her	The teacher does not tell the story of her

effectively presented her teaching progress and her students' academic achievement through the Teaching Portfolio and Written Reflection	and compellingly told the story of her students' achievement, and masterfully leveraged Relay coursework to lead students to those outcomes	clearly told the story of her students' achievement, and skillfully leveraged Relay coursework to lead students to those outcomes	students' achievement, and leveraged Relay coursework to lead students to those outcomes, but the story lacks clarity AND/OR the connection to Relay coursework is weak	students' achievement, and leveraged Relay coursework to lead students to those outcomes, but the story is inaccurate AND/OR there is no connection to Relay coursework	students' achievement, or the connection between that achievement and her Relay coursework
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**Observation Rubric**

	<b>Exemplary</b>	<b>Proficient</b>	<b>Foundational</b>	<b>Attempting</b>	<b>Lacking</b>
Classroom Culture	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is exemplary	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is proficient	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is foundational	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is attempting	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is lacking
Teaching Cycle	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is exemplary	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is proficient	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is foundational	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is attempting	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is lacking
Content	Based on the indicators assessed, the teacher's application of Content indicators is exemplary	Based on the indicators assessed, the teacher's application of Content indicators is proficient	Based on the indicators assessed, the teacher's application of Content indicators is foundational	Based on the indicators assessed, the teacher's application of Content indicators is attempting	Based on the indicators assessed, the teacher's application of Content indicators is lacking

Self and Other People	Based on the indicators assessed, the teacher's application of Self and Other People indicators is exemplary	Based on the indicators assessed, the teacher's application of Self and Other People indicators is proficient	Based on the indicators assessed, the teacher's application of Self and Other People indicators is foundational	Based on the indicators assessed, the teacher's application of Self and Other People indicators is attempting	Based on the indicators assessed, the teacher's application of Self and Other People indicators is lacking
Switch Row: The teacher will demonstrate application of the Relay GSE Elements of Effective Instruction in her classroom	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is exemplary	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is proficient	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is foundational	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is attempting	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is lacking

**Assessment #6 Rubric- Secondary ELA Addendum**

	<b>Exemplary</b>	<b>Proficient</b>	<b>Foundational</b>	<b>Attempting</b>	<b>Lacking</b>
Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA. (VII-1)	Reflection demonstrates nuanced awareness of and reflection on teacher practice and references research on teaching, professional ethics and resources available	Reflection demonstrates awareness of and reflection on teacher practice and references research on teaching, professional ethics and resources available	Reflection demonstrates some awareness of and reflection on teacher practice and references research on teaching, professional ethics and resources available	Reflection demonstrates limited awareness of and reflection on teacher practice and references research on teaching, professional ethics and resources available	Reflection does not demonstrate awareness of or reflection on teacher practice

	Reflection includes deep evaluation of the effects of their teacher moves and professional decisions on students, families and other professionals in the learning community	Reflection includes an evaluation of the effects of their teacher moves and professional decisions on students, families and other professionals in the learning community	Reflection includes some evaluation of the effects of their teacher moves and professional decisions on students, families and other professionals in the learning community	Reflection includes an attempted evaluation of the effects of their teacher moves and professional decisions on students, families and other professionals in the learning community	Reflection does not include an evaluation of the effects of their teacher moves and professional decisions on students, families and other professionals in the learning community
	The reflection demonstrates a clear commitment to actively seek out opportunities for professional growth	The reflection demonstrates a commitment to actively seek out opportunities for professional growth	The reflection demonstrates some commitment to actively seek out opportunities for professional growth	The reflection demonstrates limited commitment to actively seek out opportunities for professional growth	The reflection does not demonstrate a commitment to actively seek out opportunities for professional growth
Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement. (VII-2)	Reflection demonstrates thoughtful, nuanced engagement with the focus questions and demonstrates clear willingness to collaborate and commitment to continuous professional growth	Reflection demonstrates thoughtful engagement with the focus questions and demonstrates willingness to collaborate and commitment to continuous professional growth	Reflection demonstrates limited engagement with the focus questions and demonstrates some willingness to collaborate and commitment to continuous professional growth	Reflection demonstrates limited engagement with some of the focus questions and demonstrates limited willingness to collaborate and commitment to continuous professional growth	Reflection does not demonstrate thoughtful engagement with the focus questions nor demonstrates willingness to collaborate and commitment to continuous professional growth





## **Assessment #6: Year 1 Reflection for Secondary Math**

Method: Written Reflection

### **Assessment Description and Use in the Program**

Throughout their year, teachers are called to plan, practice, perform and reflect. These habits are essential to a teacher's ongoing growth. Many of our assessments focus on the first three components- planning, practicing and performing. In this assessment, teachers are provided the opportunity to reflect deeply on their practice and demonstrate how their reflection will lead to continuous growth.

### **Alignment to NCTM and CCT Standards**

NCTM: 6a, 6b, 6c

CCT: 6.1, 6.2

### **Year 1 Reflection**

#### **Purpose of the Assignment:**

Over the past year at Relay GSE you have gained knowledge, developed skills, and built the mindsets of a highly effective K-12 teacher. In your final chapter at Relay GSE, you'll celebrate these accomplishments in the year 1 reflection project. The Year 1 Reflection is all about what you have learned over the past year. You'll reflect candidly on your teaching strengths, areas of improvement, and your professional growth over your time at Relay GSE.

The Year 1 Reflection is a two-part project that includes your written reflection and a teaching portfolio video. The portfolio will include (1) an instructional showcase video, (2) four annotations highlighting your best teaching skills learned across the four elements of effective instruction, and (3) a reflection on the changes in your teaching practice over the past two years.

#### **Directions:**

The Year 1 Reflection serves as the capstone project for your year, providing an opportunity for you to showcase your talent and hard work as a teacher.

#### **Teaching Portfolio**

You will film 15-30 minutes of uncut instruction that represents you at your teaching best! Your instruction in this video should showcase your biggest learnings across your year at Relay. In planning your instruction, you should proactively plan to demonstrate teaching techniques or mindsets from your strongest module from each four Elements of Effective Instruction (Teaching Cycle, Self and Other People, Classroom Culture, and Content). Then, you will watch your classroom footage and annotate the salient moments in the video related to your selected modules. Finally, you will reflect on how those moments helped you lead your K-12 students to academic growth.

#### **Student Work Samples**

You will submit eight samples of student work related to a key standard from your instruction from this year. This work should be graded and include annotations about strengths and gaps in student understanding and mastery.

#### **Reflection**

You will submit a written reflection responding to the prompt in the template. An analysis of student work should be included in this reflection, as well. This should reflect your ability to critically review your own teaching (from the video and from the student work samples), identify elements of effective

teaching and demonstrate your commitment to continual growth as a teacher. You should identify your next steps as an instructor and to continue to grow professionally.

**Year 1 Reflection**



**Year 1 Reflection**

<b>Name:</b>		<b>Date &amp; Time of Filming:</b>	
<b>School:</b>		<b>Grade / Subject:</b>	
<b>Lesson Objective(s):</b>			

**Directions:** Film 15-30 minutes of uncut instruction that represents you at your teaching best! Your instruction in this video should showcase your biggest learnings across your year at Relay. In planning your instruction, you should proactively plan to demonstrate teaching techniques or mindsets from your strongest module from each four Elements of Effective Instruction (Teaching Cycle, Self and Other People, Classroom Culture, Content). Then, you will watch your classroom footage and annotate the salient moments in the video related to your selected modules. Finally, you will reflect on how those moments and your classroom overall have helped you lead your K-12 students to academic growth.

<b>Strongest Module Annotations</b>			
<b>Relay GSE Element</b>	<b>Video Timestamp</b>	<b>Strongest Module &amp; Instructional Strategy from module (if applicable)</b>	<b>Reflection:</b>
			<ul style="list-style-type: none"> <li>• Why is this your strongest module within this element?</li> <li>• How is your expertise in this module demonstrated in this video?</li> <li>• How did what you learned in this module impact or change your teaching practice in general?</li> <li>• How did what you learned in this module impact your student outcomes?</li> <li>• How would you do this differently in a future lesson? (if applicable)</li> </ul>
<b>Example: Content</b>	12:32-21:19	SCI-216: Inquiry Through the 5E Model	<p><i>Planning in the 5E structure set me up to teach through inquiry more consistently. This structure is critical to ensuring my students are actually experiencing science- not simply learning facts. With this structure, my students increased engagement and we were able to take on more rigorous content and skills.</i></p> <p><i>In this video, you'll see my students elaborating using crosscutting concepts. After a 5E lesson involving a model of seasons, students discussed and analyzed the limitation of the</i></p>

			<p><i>model. They even got to predicting how the imperfections of the model could further some misconceptions about relative size of the Earth, Sun, etc. The students propose how we could re-design the model we used to better tackle that naïve conception without reinforcing more.</i></p> <p><i>Incorporating the “elaborate using crosscutting concepts” helped me to push my planning beyond the content and skills for the day and to set my students up to think about overall themes and connections between each day.</i></p> <p><i>My reflection in this lesson was that I got so excited by the discussion and the rigor/thoughtfulness of student answers that it wasn’t until I watched the video that I noticed 3-4 students were totally disengaged. If I could go back, I would make sure that I planned a turn and talk and that I quickly got to those students to ensure they were with us and/or uncover what was keeping them from being engaged.</i></p>
<b>Self and Other People (SOP)</b>			
<b>Classroom Culture (CC)</b>			
<b>Teaching Cycle (TC)</b>			
<b>Content</b>			

### **Overall Reflection**

Overall, at the end of your year at Relay GSE, how have the knowledge, skills, and mindsets you’ve learned impacted your teaching and your students’ learning?

What did you find in the analysis of the student work samples? What are the implications on your teaching and practice?

What professional development opportunities have been the most beneficial over the past two years? Which publications or resources will you continue to leverage in coming years? Why?

How will you continue to improve and grow in the future?



**Assessment #6 Rubric**

	<b>Exemplary</b>	<b>Proficient</b>	<b>Foundational</b>	<b>Attempting</b>	<b>Lacking</b>
Teaching Portfolio: The teacher will film and annotate a Teaching Portfolio	Submits a video accompanied by four annotated portfolio entries and a reflection; video and reflection demonstrate exemplary teaching capacity	Submits a video accompanied by four annotated portfolio entries and a reflection; video and reflection demonstrate proficient teaching capacity	Submits a video accompanied by four annotated portfolio entries; video and reflection demonstrate foundational teaching capacity	Submits a video accompanied by four annotated portfolio entries and a reflection, but they seem to suggest only an attempt a proficient teaching capacity	Does not submit a video and four annotated portfolio entries and reflection
Written Reflection: The teacher will prepare a Written Reflection	Describes two key insights gleaned from Relay GSE work that demonstrate professional growth over the past year, and shows clear intent to leverage these insights in the future	Describes two key insights gleaned from Relay GSE work that demonstrate professional growth over the past year	Describes two key insights gleaned from Relay GSE work that demonstrate limited professional growth over the past year	Describes two key insights gleaned from Relay GSE work, but insights do not reveal professional growth over the past year	Does not describe two key insights gleaned from Relay GSE work
Student Work Samples: The teacher will analyze student work	Accurately analyzes student work samples, insightfully draws conclusions about effective teacher actions and names appropriate next steps	Accurately analyzes student work samples, draws conclusions about effective teacher actions and names appropriate next steps	Analyzes student work samples with some accuracy and draws conclusions about effective teacher actions and names next steps	Attempts to analyze student work samples with some accuracy and draws conclusions about effective teacher actions and names next steps	Attempts to analyze student work samples with some accuracy and names next steps
Overall, the teacher effectively	The teacher accurately, clearly, and compellingly told	The teacher accurately and clearly told the story of	The teacher told the story of her students'	The teacher attempted to tell the story of her students'	The teacher does not tell the story of her students'

presented her teaching progress and her students' academic achievement through the Teaching Portfolio and Written Reflection	the story of her students' achievement, and masterfully leveraged Relay coursework to lead students to those outcomes	her students' achievement, and skillfully leveraged Relay coursework to lead students to those outcomes	achievement, and leveraged Relay coursework to lead students to those outcomes, but the story lacks clarity AND/OR the connection to Relay coursework is weak	achievement, and leveraged Relay coursework to lead students to those outcomes, but the story is inaccurate AND/OR there is no connection to Relay coursework	achievement, or the connection between that achievement and her Relay coursework
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**Observation Rubric**

	<b>Exemplary</b>	<b>Proficient</b>	<b>Foundational</b>	<b>Attempting</b>	<b>Lacking</b>
Classroom Culture	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is exemplary	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is proficient	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is foundational	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is attempting	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is lacking
Teaching Cycle	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is exemplary	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is proficient	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is foundational	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is attempting	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is lacking
Content	Based on the indicators assessed, the teacher's application of Content indicators is exemplary	Based on the indicators assessed, the teacher's application of Content indicators is proficient	Based on the indicators assessed, the teacher's application of Content indicators is foundational	Based on the indicators assessed, the teacher's application of Content indicators is attempting	Based on the indicators assessed, the teacher's application of Content indicators is lacking
Self and Other	Based on the indicators	Based on the indicators	Based on the indicators	Based on the indicators	Based on the indicators

People	assessed, the teacher's application of Self and Other People indicators is exemplary	assessed, the teacher's application of Self and Other People indicators is proficient	assessed, the teacher's application of Self and Other People indicators is foundational	assessed, the teacher's application of Self and Other People indicators is attempting	assessed, the teacher's application of Self and Other People indicators is lacking
Switch Row: The teacher will demonstration application of the Relay GSE Elements of Effective Instruction in her classroom	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is exemplary	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is proficient	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is foundational	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is attempting	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is lacking

**Assessment #6 Rubric- Secondary Math Addendum**

	<b>Exemplary</b>	<b>Proficient</b>	<b>Foundational</b>	<b>Attempting</b>	<b>Lacking</b>
Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics (6a)	The reflection demonstrates a clear commitment to participate in opportunities for professional growth that directly relate to the learning and teaching of mathematics	The reflection demonstrates a commitment to participate in opportunities for professional growth that directly relate to the learning and teaching of mathematics	The reflection demonstrates some commitment to participate in opportunities for professional growth that directly relate to the learning and teaching of mathematics	The reflection demonstrates limited commitment to participate in opportunities for professional growth that directly relate to the learning and teaching of mathematics	The reflection does not demonstrate a commitment to participate in opportunities for professional growth that directly relate to the learning and teaching of mathematics
Engage in continuous and	The reflection	The reflection	The reflection	The reflection	The reflection

<p>collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner. (6b)</p>	<p>demonstrates a clear and nuanced commitment to continue to engage in collaborative learning that leverages research in mathematics education to inform practice, enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner</p>	<p>demonstrates commitment to continue to engage in collaborative learning that leverages research in mathematics education to inform practice, enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner</p>	<p>demonstrates some commitment to continue to engage in collaborative learning that leverages research in mathematics education to inform practice, enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner</p>	<p>demonstrates limited commitment to or prioritization of continuing to engage in collaborative learning that leverages research in mathematics education to inform practice, enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner</p>	<p>demonstrates not reflect commitment to nor prioritization of continuing to engage in collaborative learning that leverages research in mathematics education to inform practice, enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner</p>
<p>Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections. (6c)</p>	<p>Reflection demonstrates clearly and thoughtfully how the teacher will Utilize resources from professional mathematics</p>	<p>Reflection demonstrates how the teacher will Utilize resources from professional mathematics education</p>	<p>Reflection demonstrates how the teacher will Utilize resources from professional mathematics education</p>	<p>Reflection attempts to demonstrate how the teacher will Utilize resources from professional mathematics education</p>	<p>Reflection does not demonstrate how the teacher will Utilize resources from professional mathematics education</p>



	education organizations	organizations	organizations with limited prioritization of the role these resources may play in enhancing teaching	organizations	organizations
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## **Assessment #6: Year 1 Reflection for Secondary Math**

Method: Written Reflection

### **Assessment Description and Use in the Program**

Throughout their year, teachers are called to plan, practice, perform and reflect. These habits are essential to a teacher's ongoing growth. Many of our assessments focus on the first three components- planning, practicing and performing. In this assessment, teachers are provided the opportunity to reflect deeply on their practice and demonstrate how their reflection will lead to continuous growth.

### **Alignment to NCTM and CCT Standards**

NCTM: 6a, 6b, 6c

CCT: 6.1, 6.2

### **Year 1 Reflection**

#### **Purpose of the Assignment:**

Over the past year at Relay GSE you have gained knowledge, developed skills, and built the mindsets of a highly effective K-12 teacher. In your final chapter at Relay GSE, you'll celebrate these accomplishments in the year 1 reflection project. The Year 1 Reflection is all about what you have learned over the past year. You'll reflect candidly on your teaching strengths, areas of improvement, and your professional growth over your time at Relay GSE.

The Year 1 Reflection is a two-part project that includes your written reflection and a teaching portfolio video. The portfolio will include (1) an instructional showcase video, (2) four annotations highlighting your best teaching skills learned across the four elements of effective instruction, and (3) a reflection on the changes in your teaching practice over the past two years.

#### **Directions:**

The Year 1 Reflection serves as the capstone project for your first year, providing an opportunity for you to showcase your talent and hard work as a teacher.

#### **Teaching Portfolio**

You will film 15-30 minutes of uncut instruction that represents you at your teaching best! Your instruction in this video should showcase your biggest learnings across your year at Relay. In planning your instruction, you should proactively plan to demonstrate teaching techniques or mindsets from your strongest module from each four Elements of Effective Instruction (Teaching Cycle, Self and Other People, Classroom Culture, and Content). Then, you will watch your classroom footage and annotate the salient moments in the video related to your selected modules. Finally, you will reflect on how those moments helped you lead your K-12 students to academic growth.

#### **Student Work Samples**

You will submit eight samples of student work related to a key standard from your instruction from this year. This work should be graded and include annotations about strengths and gaps in student understanding and mastery.

#### **Reflection**

You will submit a written reflection responding to the prompt in the template. An analysis of student work should be included in this reflection, as well. This should reflect your ability to critically review your own teaching (from the video and from the student work samples), identify elements of effective

teaching and demonstrate your commitment to continual growth as a teacher. You should identify your next steps as an instructor and to continue to grow professionally.

**Year 1 Reflection**



**Year 1 Reflection**

<b>Name:</b>		<b>Date &amp; Time of Filming:</b>	
<b>School:</b>		<b>Grade / Subject:</b>	
<b>Lesson Objective(s):</b>			

**Directions:** Film 15-30 minutes of uncut instruction that represents you at your teaching best! Your instruction in this video should showcase your biggest learnings across your year at Relay. In planning your instruction, you should proactively plan to demonstrate teaching techniques or mindsets from your strongest module from each four Elements of Effective Instruction (Teaching Cycle, Self and Other People, Classroom Culture, Content). Then, you will watch your classroom footage and annotate the salient moments in the video related to your selected modules. Finally, you will reflect on how those moments and your classroom overall have helped you lead your K-12 students to academic growth.

<b>Strongest Module Annotations</b>			
<b>Relay GSE Element</b>	<b>Video Timestamp</b>	<b>Strongest Module &amp; Instructional Strategy from module (if applicable)</b>	<b>Reflection:</b>
			<ul style="list-style-type: none"> <li>• Why is this your strongest module within this element?</li> <li>• How is your expertise in this module demonstrated in this video?</li> <li>• How did what you learned in this module impact or change your teaching practice in general?</li> <li>• How did what you learned in this module impact your student outcomes?</li> <li>• How would you do this differently in a future lesson? (if applicable)</li> </ul>
<b>Example: Content</b>	12:32-21:19	SCI-216: Inquiry Through the 5E Model	<p><i>Planning in the 5E structure set me up to teach through inquiry more consistently. This structure is critical to ensuring my students are actually experiencing science- not simply learning facts. With this structure, my students increased engagement and we were able to take on more rigorous content and skills.</i></p> <p><i>In this video, you'll see my students elaborating using</i></p>

			<p><i>crosscutting concepts. After a 5E lesson involving a model of seasons, students discussed and analyzed the limitation of the model. They even got to predicting how the imperfections of the model could further some misconceptions about relative size of the Earth, Sun, etc. The students propose how we could re-design the model we used to better tackle that naïve conception without reinforcing more.</i></p> <p><i>Incorporating the “elaborate using crosscutting concepts” helped me to push my planning beyond the content and skills for the day and to set my students up to think about overall themes and connections between each day.</i></p> <p><i>My reflection in this lesson was that I got so excited by the discussion and the rigor/thoughtfulness of student answers that it wasn’t until I watched the video that I noticed 3-4 students were totally disengaged. If I could go back, I would make sure that I planned a turn and talk and that I quickly got to those students to ensure they were with us and/or uncover what was keeping them from being engaged.</i></p>
<b>Self and Other People (SOP)</b>			
<b>Classroom Culture (CC)</b>			
<b>Teaching Cycle (TC)</b>			
<b>Content</b>			

### **Overall Reflection**

Overall, at the end of your year at Relay GSE, how have the knowledge, skills, and mindsets you’ve learned impacted your teaching and your students’ learning?

What did you find in the analysis of the student work samples? What are the implications on your teaching and practice?

What professional development opportunities have been the most beneficial over the past two years? Which publications or resources will you continue to leverage in coming years? Why?

How will you continue to improve and grow in the future?



## Assessment #6 Rubric

	<b>Exemplary</b>	<b>Proficient</b>	<b>Foundational</b>	<b>Attempting</b>	<b>Lacking</b>
Teaching Portfolio: The teacher will film and annotate a Teaching Portfolio	Submits a video accompanied by four annotated portfolio entries and a reflection; video and reflection demonstrate exemplary teaching capacity	Submits a video accompanied by four annotated portfolio entries and a reflection; video and reflection demonstrate proficient teaching capacity	Submits a video accompanied by four annotated portfolio entries; video and reflection demonstrate foundational teaching capacity	Submits a video accompanied by four annotated portfolio entries and a reflection, but they seem to suggest only an attempt a proficient teaching capacity	Does not submit a video and four annotated portfolio entries and reflection
Written Reflection: The teacher will prepare a Written Reflection	Describes two key insights gleaned from Relay GSE work that demonstrate professional growth over the past two years, and shows clear intent to leverage these insights in the future	Describes two key insights gleaned from Relay GSE work that demonstrate professional growth over the past two years	Describes two key insights gleaned from Relay GSE work that demonstrate limited professional growth over the past two years	Describes two key insights gleaned from Relay GSE work, but insights do not reveal professional growth over the past two years	Does not describe two key insights gleaned from Relay GSE work
Student Work Samples: The teacher will analyze student work	Accurately analyzes student work samples, insightfully draws conclusions about effective teacher actions and names appropriate next steps	Accurately analyzes student work samples, draws conclusions about effective teacher actions and names appropriate next steps	Analyzes student work samples with some accuracy and draws conclusions about effective teacher actions and names next steps	Attempts to analyze student work samples with some accuracy and draws conclusions about effective teacher actions and names next steps	Attempts to analyze student work samples with some accuracy and names next steps
Overall, the teacher	The teacher accurately, clearly,	The teacher accurately and	The teacher told the story of her	The teacher attempted to tell the story of her	The teacher does not tell the story of her

effectively presented her teaching progress and her students' academic achievement through the Teaching Portfolio and Written Reflection	and compellingly told the story of her students' achievement, and masterfully leveraged Relay coursework to lead students to those outcomes	clearly told the story of her students' achievement, and skillfully leveraged Relay coursework to lead students to those outcomes	students' achievement, and leveraged Relay coursework to lead students to those outcomes, but the story lacks clarity AND/OR the connection to Relay coursework is weak	students' achievement, and leveraged Relay coursework to lead students to those outcomes, but the story is inaccurate AND/OR there is no connection to Relay coursework	students' achievement, or the connection between that achievement and her Relay coursework
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**Observation Rubric**

	<b>Exemplary</b>	<b>Proficient</b>	<b>Foundational</b>	<b>Attempting</b>	<b>Lacking</b>
Classroom Culture	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is exemplary	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is proficient	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is foundational	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is attempting	Based on the indicators assessed, the teacher's application of Classroom Culture indicators is lacking
Teaching Cycle	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is exemplary	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is proficient	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is foundational	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is attempting	Based on the indicators assessed, the teacher's application of Teaching Cycle indicators is lacking
Content	Based on the indicators assessed, the teacher's application of Content indicators is exemplary	Based on the indicators assessed, the teacher's application of Content indicators is proficient	Based on the indicators assessed, the teacher's application of Content indicators is foundational	Based on the indicators assessed, the teacher's application of Content indicators is attempting	Based on the indicators assessed, the teacher's application of Content indicators is lacking

Self and Other People	Based on the indicators assessed, the teacher's application of Self and Other People indicators is exemplary	Based on the indicators assessed, the teacher's application of Self and Other People indicators is proficient	Based on the indicators assessed, the teacher's application of Self and Other People indicators is foundational	Based on the indicators assessed, the teacher's application of Self and Other People indicators is attempting	Based on the indicators assessed, the teacher's application of Self and Other People indicators is lacking
Switch Row: The teacher will demonstration application of the Relay GSE Elements of Effective Instruction in her classroom	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is exemplary	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is proficient	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is foundational	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is attempting	Overall, the teacher's application of the Relay GSE Elements of Effective Instruction is lacking

**Assessment #6 Rubric- Secondary Math Addendum**

	<b>Exemplary</b>	<b>Proficient</b>	<b>Foundational</b>	<b>Attempting</b>	<b>Lacking</b>
Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics (6a)	The reflection demonstrates a clear commitment to participate in opportunities for professional growth that directly relate to the learning and teaching of mathematics	The reflection demonstrates a commitment to participate in opportunities for professional growth that directly relate to the learning and teaching of mathematics	The reflection demonstrates some commitment to participate in opportunities for professional growth that directly relate to the learning and teaching of mathematics	The reflection demonstrates limited commitment to participate in opportunities for professional growth that directly relate to the learning and teaching of mathematics	The reflection does not demonstrate a commitment to participate in opportunities for professional growth that directly relate to the learning and teaching of mathematics



<p>Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner. (6b)</p>	<p>The reflection demonstrates a clear and nuanced commitment to continue to engage in collaborative learning that leverages research in mathematics education to inform practice, enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner</p>	<p>The reflection demonstrates commitment to continue to engage in collaborative learning that leverages research in mathematics education to inform practice, enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner</p>	<p>The reflection demonstrates some commitment to continue to engage in collaborative learning that leverages research in mathematics education to inform practice, enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner</p>	<p>The reflection demonstrates limited commitment to or prioritization of continuing to engage in collaborative learning that leverages research in mathematics education to inform practice, enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner</p>	<p>The reflection demonstrates not reflect commitment to nor prioritization of continuing to engage in collaborative learning that leverages research in mathematics education to inform practice, enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner</p>
<p>Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections. (6c)</p>	<p>Reflection demonstrates clearly and thoughtfully how the teacher will Utilize resources from professional</p>	<p>Reflection demonstrates how the teacher will Utilize resources from professional mathematics</p>	<p>Reflection demonstrates how the teacher will Utilize resources from professional mathematics</p>	<p>Reflection attempts to demonstrate how the teacher will Utilize resources from professional mathematics</p>	<p>Reflection does not demonstrates how the teacher will Utilize resources from professional mathematics</p>

	mathematics education organizations	education organizations	education organizations with limited prioritization of the role these resources may play in enhancing teaching	education organizations	education organizations
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## **Assessment #6: Safety Portfolio for Secondary Science**

Method: Submission of Written Plans and Reflections

### **Assessment Description and Use in the Program**

In every observation and lesson plan, teachers are provided with formative feedback on their ability to plan for and create a safe learning environment. Many teachers, however, are teaching in under-resourced or informal laboratory settings. Maintaining a safe science environment in a non-lab setting does not necessarily translate to a high school lab classroom.

To ensure teachers seeking secondary science certification are prepared for any science setting, Relay designed a portfolio assessment teachers will complete across the year of the program.

The portfolio will serve as a summative assessment demonstrating graduate students' abilities to demonstrating NSTA Standard 4: Safety.

### **Alignment to NSTA and CCT Standards**

NSTA: 4a, 4b, 4c

CCT: 2.4

### **Safety Portfolio**

#### **Purpose of the Assignment:**

The foundation of an effective science classroom is a safe science classroom. In all of your assessments, you receive feedback on the effectiveness of your planning for safety and your facilitation of a safe learning environment. In your courses you will also have several check points to demonstrate mastery of NSTA Standard 4: Safety.

You will submit artifacts from each of these check points in a portfolio at the culmination of the year.

#### **Directions:**

Please upload the following documents for your Safety Portfolio:

- Safety Quiz from Session 3 in SCI-111: Fundamentals of Inquiry
- Reflection on reading ethical treatment of living organisms from Session 4 in SCI-112: Scientific Reading, Writing and Speaking
- Emergency plan based on case study from Session 2 in SCI-113: Inquiry Through Labs

**Assessment #6 Rubric- Secondary Science Addendum**

	<b>Exemplary</b>	<b>Proficient</b>	<b>Foundational</b>	<b>Attempting</b>	<b>Lacking</b>
Design activities in a P-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction. (4a)	Lesson includes extensive evidence that the teacher is planning to demonstrate safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction. The plan will likely engage all students.	Lesson includes evidence that the teacher is planning to demonstrate safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction. The plan will likely engage most students.	Lesson includes evidence that the teacher is planning to demonstrate safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction. The plan will likely engage some students.	Lesson includes limited evidence that the teacher is planning to demonstrate safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction. The plan will likely engage some students.	Lesson does not include evidence that the teacher is planning to demonstrate safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.
Design and demonstrate activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and	Teacher demonstrates ability to creatively and effectively design and implement emergency procedures in ways that engage all students	Teacher demonstrates ability to effectively design and implement emergency procedures in ways that engage all students	Teacher demonstrates ability to effectively design and implement emergency procedures in ways that engage most students	Teacher demonstrates ability to effectively design and implement emergency procedures in ways that engage some students	Teacher does not demonstrate ability to effectively design and implement emergency procedure
	N/A	Teacher demonstrates ability to maintain safety equipment, policies and	N/A	N/A	Teacher does not demonstrate ability to maintain safety equipment, policies

<p>procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students. (4b)</p>		<p>procedures that comply with established state and/or national guidelines</p>			<p>and procedures that comply with established state and/or national guidelines</p>
<p>Design and demonstrate activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use</p>	<p>N/A</p>	<p>Teacher ensures safe science activities appropriate for the abilities of all students.</p> <p>Teacher demonstrates ethical decision-making with respect to the treatment of all living organisms in and out of the classroom.</p> <p>Teachers emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms</p>	<p>N/A</p>	<p>N/A</p>	<p>Teacher does not ensure safe science activities appropriate for the abilities of all students.</p> <p>Teacher does not demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom.</p> <p>Teachers does not emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms</p>

of living organisms. (4c)					
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## **Assessment #6: Safety Portfolio for Secondary Science**

Method: Submission of Written Plans and Reflections

### **Assessment Description and Use in the Program**

In every observation and lesson plan, graduate students are provided with formative feedback on their ability to plan for and create a safe learning environment. Many graduate students, however, are teaching in under-resourced or informal laboratory settings. Maintaining a safe science environment in a non-lab setting does not necessarily translate to a high school lab classroom.

To ensure graduate students seeking secondary science certification are prepared for any science setting, Relay designed a portfolio assessment graduate students will complete across the two years of the program.

The portfolio will serve as a summative assessment demonstrating graduate students' abilities to demonstrating NSTA Standard 4: Safety.

### **Alignment to NSTA and CCT Standards**

NSTA: 4a, 4b, 4c

CCT: 2.4

### **Safety Portfolio**

#### **Purpose of the Assignment:**

The foundation of an effective science classroom is a safe science classroom. In all of your assessments, you receive feedback on the effectiveness of your planning for safety and your facilitation of a safe learning environment. In your courses you will also have several check points to demonstrate mastery of NSTA Standard 4: Safety.

You will submit artifacts from each of these check points in a portfolio at the culmination of Spring 2.

#### **Directions:**

Please upload the following documents for your Safety Portfolio:

- Safety Quiz from Session 3 in SCI-111: Fundamentals of Inquiry
- Reflection on reading ethical treatment of living organisms from Session 4 in SCI-112: Scientific Reading, Writing and Speaking
- Emergency plan based on case study from Session 2 in SCI-113: Inquiry Through Labs
- Reflection from Socratic Seminar on ethical treatment of living organisms from Session 4 in SCI-215 Rigorous Discussions.

**Assessment #6 Rubric- Secondary Science Addendum**

	<b>Exemplary</b>	<b>Proficient</b>	<b>Foundational</b>	<b>Attempting</b>	<b>Lacking</b>
Design activities in a P-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction. (4a)	Lesson includes extensive evidence that the teacher is planning to demonstrate safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction. The plan will likely engage all students.	Lesson includes evidence that the teacher is planning to demonstrate safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction. The plan will likely engage most students.	Lesson includes evidence that the teacher is planning to demonstrate safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction. The plan will likely engage some students.	Lesson includes limited evidence that the teacher is planning to demonstrate safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction. The plan will likely engage some students.	Lesson does not include evidence that the teacher is planning to demonstrate safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.
Design and demonstrate activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and	Teacher demonstrates ability to creatively and effectively design and implement emergency procedures in ways that engage all students	Teacher demonstrates ability to effectively design and implement emergency procedures in ways that engage all students	Teacher demonstrates ability to effectively design and implement emergency procedures in ways that engage most students	Teacher demonstrates ability to effectively design and implement emergency procedures in ways that engage some students	Teacher does not demonstrate ability to effectively design and implement emergency procedure
	N/A	Teacher demonstrates ability to maintain safety equipment, policies and	N/A	N/A	Teacher does not demonstrate ability to maintain safety equipment, policies



<p>procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students. (4b)</p>		<p>procedures that comply with established state and/or national guidelines</p>			<p>and procedures that comply with established state and/or national guidelines</p>
<p>Design and demonstrate activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use</p>	<p>N/A</p>	<p>Teacher ensures safe science activities appropriate for the abilities of all students.</p> <p>Teacher demonstrates ethical decision-making with respect to the treatment of all living organisms in and out of the classroom.</p> <p>Teachers emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms</p>	<p>N/A</p>	<p>N/A</p>	<p>Teacher does not ensure safe science activities appropriate for the abilities of all students.</p> <p>Teacher does not demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom.</p> <p>Teachers does not emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms</p>

of living organisms. (4c)					
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## **Assessment #7: Planning for Cultural Responsiveness**

Method: Written plan and lesson plan submission

### **Alignment to NCTE and CCT Standards**

NCTE: VI-1, VI-2

CCT: 5.7, 6.1, 6.8

### **SOP-113: Planning for Cultural Responsiveness**

#### **Purpose of the Assignment:**

The US student population is quickly becoming more and more diverse. The diversity of our teacher population, in most areas, is not keeping pace. It is imperative that teachers plan for the critical roles they play in our school and how their identity and the identities of their students come into play in the classroom.

This idea is explored across several modules across the year. In the spring, teachers explore this deeply in SOP-113. The assessment associated with this module reflects their exploration, thoughts on their own identity and to efforts to expand their sociocultural consciousness and the plans that are born from synthesizing these components.

#### **Directions:**

Your module assessment comprises (1) a two-to-four-page, double-spaced plan in which you explain the evolution of your sociocultural consciousness, respond to the question "Who am I becoming as a teacher?" and identify the next steps you will take as a teacher to act on this reflection (2) a sample lesson plan that reflects socially conscious teaching and planning.

This assessment was inspired by Sonia Nieto's *What Keeps Teachers Going?* (2003) and is adapted from one of the same title developed at Harvard Graduate School of Education by Dorinda Carter, Heather Harding, Debby Saintil, and Amanda Taylor from 2004-2008. In the words of Amanda Taylor, "It is [...] an exercise in naming one's *own* educational history in order to make the personal and cultural values, assumptions, and narratives that we carry with us, often *implicitly*, and often based in our own personal experiences with education, more *explicit* so that we can come to recognize them and consider how they're shaping our pedagogy and practice and thus the ways we're ultimately supporting our students" (A. Taylor, personal communication, Spring 2009).

#### **Your work will be assessed on the following criteria:**

- Did you explain the evolution of your sociocultural consciousness?
- Did you explain how an identity marker shaped your educational experiences?
- Did you explain how your evolving sociocultural consciousness impacts your students?
- Did you identify next steps to incorporate into your own instruction based on the literature from the year?

Additionally, teachers seeking certification in Secondary ELA should ensure their responses consider the role that English Language Arts instruction can promote social justice, critical engagement with complex issues and can powerfully reflect student identities.



**Assessment #7 Rubric**

	<b>Exemplary</b>	<b>Proficient</b>	<b>Foundational</b>	<b>Attempting</b>	<b>Lacking</b>
The teacher will explain the evolution of her sociocultural consciousness.	The teacher provides a nuanced explanation of the evolution of her sociocultural consciousness by describing her educational experiences from at least two different perspectives, one past and one present, in order to achieve a coherent narrative; her explanation demonstrates and appreciation and an understanding of the complexity of the evolution of one's identity.	The teacher explains the evolution of her sociocultural consciousness by describing her educational experiences from at least two different perspectives, one past and one present, in order to achieve a coherent narrative	The teacher explains the evolution of her sociocultural consciousness by describing her educational experiences from at least two different perspectives, one past and one present, at least one perspective requires more development in order to achieve a coherent narrative	The teacher describes her educational experiences from at least two different perspectives, however the evolution of her sociocultural consciousness is unclear	The teacher describes only one perspective OR the teacher describes the evolution of something other than her sociocultural consciousness
The teacher will explain how an identity marker shaped her educational experiences	Throughout, the teacher provides a nuanced explanation of how at least one identity marker shaped her educational experiences; her explanation demonstrates an	Throughout, the teacher provides an explanation of how at least one identity marker shaped her educational experiences	The teacher provides an explanation of how at least one identity marker shaped her educational experiences; however, the description is insufficiently	The teacher mentions an identity marker; however she does not explain how it shaped her educational experiences	The teacher does not mention an identity marker

	appreciation and an understanding of the complexity of identity markers		developed		
The teacher will explain how her evolving sociocultural consciousness impacts her students	The teacher provides concrete examples of how her evolving sociocultural consciousness impacts her students; her explanation demonstrates an appreciation and an understanding of the complexity of the impact of one's identity	The teacher provides concrete examples of how her evolving sociocultural consciousness impacts her students	The teacher makes a good faith effort to provide concrete examples of how her evolving sociocultural consciousness impacts her students; however, her explanation may contain some generalizations	The teacher struggles to explain how her evolving sociocultural consciousness impacts her students as evidenced by over-dependence on generalizations	The teacher does not explain how her evolving sociocultural consciousness impacts her students
The teacher's plan demonstrates thoughtful reflection	The teacher's plan demonstrates exceptionally thoughtful, nuanced reflection that is likely to lead her to become increasingly socioculturally conscious	The teacher's plan demonstrates thoughtful reflection that is likely to lead her to become increasingly socioculturally conscious	The teacher's plan demonstrates reflection that may lead her to become increasingly socioculturally conscious	The teacher's plan does not demonstrate the depth of reflection that is likely to lead her to become increasingly socioculturally conscious	The teacher's plan is incomplete
The teacher's plan includes appropriate next steps	The teacher's plan includes next steps clearly drawn from the research that will likely result in increased student engagement	The teacher's plan includes appropriate next steps clearly drawn from the research that may result in increased student engagement	The teacher's plan includes appropriate next steps clearly drawn from the research	The teacher's plan includes appropriate next steps likely drawn from the research	The teacher's plan includes next steps, however they are not clearly supported by literature or research

**Assessment #7 Rubric- Secondary ELA Addendum, Evaluation of Plan and Lesson Plan**

	<b>Exemplary</b>	<b>Proficient</b>	<b>Foundational</b>	<b>Attempting</b>	<b>Lacking</b>
The candidate’s lesson plan and reflection demonstrate an ability to plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society. (VI-1)	Teacher demonstrates nuanced ability to plan English language arts instruction that promotes social justice and critical engagement	Teacher demonstrates ability to plan English language arts instruction that promotes social justice and critical engagement	Teacher demonstrates basic ability to plan English language arts instruction that promotes social justice and critical engagement	Teacher attempts to demonstrate ability to plan English language arts instruction that promotes social justice and critical engagement with limited success	Teacher plan and instruction does not reflect effort to promote social justice or critical engagement
	Teacher demonstrates nuanced ability to effectively facilitate English language arts learning in a way that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society	Teacher demonstrates ability to effectively facilitate English language arts learning in a way that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society	Teacher demonstrates basic ability to effectively facilitate English language arts learning in a way that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society	Teacher attempts to demonstrate ability to effectively facilitate English language arts learning in a way that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society with limited success	Teacher does not facilitated English language arts in a way that promotes social justice and critical engagement with complex issues

<p>Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA (VI-2</p>	<p>Teacher's plan reflects nuanced knowledge and engagement with theories and research on planning instruction responsive to students' identity markers as they affect students' opportunities to learn in ELA</p>	<p>Teacher's plan reflects knowledge and engagement with theories and research on planning instruction responsive to students' identity markers as they affect students' opportunities to learn in ELA</p>	<p>Teacher's plan reflects limited engagement with theories and research on planning instruction responsive to students' identity markers as they affect students' opportunities to learn in ELA</p>	<p>Teacher's plan reflects an attempt to engage with theories and research on planning instruction responsive to students' identity markers as they affect students' opportunities to learn in ELA</p>	<p>Teacher's plan does not attempt to engage with theories and research on planning instruction responsive to students' identity markers as they affect students' opportunities to learn in ELA</p>
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