Fitchburg State University

EDUCATOR Programs
Comprehensive Syllabus

Course #PRDV 6092E, CRN #_____
Teaching to All Learners: Includes the learning recovery skills of UDL, Differentiated Instruction, SEL, Low Income, ELL, Special Needs, Assessment (Pre+In-the-Moment+Formative+Post), Motivation, and Engaging Parents/Guardians.

The only course that fulfills the PDP/CEU license renewal requirement for Special Education, ELL, General Pedagogy, Working With Low SES Students, and Differentiated Instruction.

4 Graduate Credit hours (the course may be taught as live, online, or blended)
82.5 PDP hours (with credit)
55 PDP hours (without credit)

Office:	Ribas Associates and Publications, Inc.
Website:	www.ribasassociates.com
Telephone:	781-551-9120 (*to reach the instructor, call or email them directly.*)
Fax:	781-349-8160
Instructor Info:	See biographies at www.ribasassociates.com (under About Us).
Instructor Email/Phone:	This will be provided in an email from the instructor and will also be posted on the course site. All instructors are expected to review and respond to bulletin board postings within 24 hours (1 business day).

COURSE DESCRIPTION:
The course is designed to provide teachers with the skills to increase the number of students who succeed in their classes and address learning loss by designing a learning environment that meets their diverse academic, behavioral and social/emotional needs. It teaches key strategies for learning recovery for all students and equity of learning for students of color, ELL, special education, low socio-economic status students. The course is divided into the following parts.

Part 1 of the course provides the candidates with an understanding of the components of differentiated instruction (content, process, and product). Candidates learn about the varied   needs, interests and levels of readiness of students and determine the best strategies to differentiate by learning preference, language proficiency, special needs, cultural influences, gender, and brain development.

Part 2 looks at the skills teachers need to manage the complexity found in their classroom. Many teachers struggle with creating maximum learning for their students because their management skills do not enable them to teach students to work effectively with partners and in groups. Teachers move from the "sage on the stage" using direct instruction to the entire class as the primary mode of instruction to a tiered and differentiated approach in an organized and productive manner. When a teacher is teaching the same concepts to all the students at the same time, there is little opportunity to differentiate for individuals and subgroups thereby limiting the ability to recapture **lost learning**,.

Part 3 of the course addresses effective assessment of student learning for differentiation, both for regaining **lost learning** and for moving forward with new curriculum. A teacher is not able to differentiate effectively until he or she is able to pre-assess at the outset of the lesson and then formatively assess throughout the lesson the level of mastery of each student during the lesson and at the conclusion of the lesson. It is only through effective assessment that a teacher is able to determine each student's **zone of proximal** development as it relates the grade level curriculum expectations and teach that student in the-appropriate manner and at the appropriate level. Candidates learn to develop differentiated assessments that allow students to demonstrate their level of mastery of new and missing skills/content in several ways. This part **also** includes the most current research and practice on effective classroom questioning techniques and the development of higher order thinking skills for all students.

Part 4 teaches the candidates to effectively plan differentiated ~~instruction~~ lessons that identify and address **lost learning** and new learning. It uses the concepts of understanding by design lesson planning that address the multiple needs of a diverse group of learners. Candidates learn to plan differentiated activities that meet the needs of students at all levels of mastery (i.e. introductory, guided practice, immediate mastery, mastery, and application mastery).

Part 5 Focuses on learning equity and teaches the candidates to use the myriad of differentiated instruction strategies that are available to meet the needs of varied learners. It includes strategies for closing the achievement gap that exist for students of color, special education, ELL, and strategies for building a sense of efficacy among learners from low socio-economic homes. It also includes strategies for addressing missing or lost skills and content.

Part 6 looks at the brain and learning and theories of learnable intelligence. Candidates are taught the most current research on the function of the learner's brain. They learn to use brain compatible learning strategies (e.g. developing the cognitive context for learning) to maximize student mastery. They also learn effective effort strategies for working with low motivation learners.

Part 7: looks at how teachers effectively teach English language learners and students with special needs in their general education classrooms.

The course is designed to provide teachers with the instructional competencies proven to increase student achievement. For each topic identified in the objectives, the course developer has compiled a comprehensive review of the most recent literature.

Multi-Tiered System of Supports
Below we have listed the district standards and indicators related the Multi-Tiered System of Support. After each we have indicated in italics how this course supports each area.

The MTSS blueprint describes the flexible tiers, academic and non-academic core components and school and district system of supports.

The flexible tiers represent a robust and responsive educational environment that provides students with a continuum of multiple supports to meet their needs. The tiers represent increasing intensity of academic and non-academic support and interventions. There is flexibility of the system and the programming to allow movement between the tiers (to both a more or less intensive type of support/intervention). To ensure that students eligible for special education services are able to access fully the system of tiered support,

relevant information from their Individualized Education Programs (IEPs) is to be incorporated into the design and implementation of instruction and assessments in all tiers.

The academic and non-academic core components of Multi-Tiered System Support (MTSS) are:

- high-quality core curriculum and instruction implemented with fidelity; *In this course teachers learn to plan differentiated instruction lessons that are directly derived from the common core and the curriculum frameworks. Teachers are required to consider the diverse needs of all students, including **equitable learning** for special education, low SES, and English language learning students as they construct the lessons. The lesson planning project insures that teachers demonstrate a high level of mastery in planning that uses these important standards.*

- research-based academic interventions and assessment practices; *All of the strategies taught in the course are substantiated by significant research and practice. It is based on over 6000 pages of the most current research and practice on effective teaching. A review of the reference list at the end of each chapter of the text shows all of the resources used to develop the content of this course.*

- research-based behavioral interventions and supports; *The "Managing the Differentiated Classroom" component of the course addresses all students and moves well beyond the management of general education students into the management of students who are significantly challenged academically, behaviorally and emotionally. At the end of each of each section of the course is a component that instructs the teacher in how the competencies in that section apply to special education students. Of particular note is the section about managing students with significant behavior issues. General education and special education staff are able to identify and refine a method for creating plans for these students that enables them to receive their learning in the general education classroom. In sessions 12 and 13 general education, special education, and English language learning staff learn how to collaborate in a variety of ways to insure optimum education for all students. This is particularly applicable during this time of **learning recovery**.*

- universal screening and progress-monitoring;

- collaboration and communication between educators and parents. *Sessions 12 and 13 of the course are devoted to teacher collaboration. The teacher performance rubrics have elements devoted to teacher collaboration with one another and with parents and guardians. In session 12 we begin to address the key aspects of collaboration through the use of lesson study and collaborative action research. Through these processes general education, special education, and English language learning staff learn to jointly plan lessons. They also learn how to identify blocks to mastery among all students and develop plans for overcoming these blocks.*

In session 13 candidates address other structures for teacher collaboration. These include examining student work, analyzing student assessment data, professional literature study groups, peer observation, and more. We also expand the learning to focus on required collaboration among general education, special education, and English language learning staff.

The school and district system of supports align with the District Standards and Indicators and provide the structure needed to develop the policies, practices, and procedures to successfully implement MTSS.

The District Standards and Indicators are:

- Student Support (School Culture, Family and Community Engagement) *One session of the course is devoted entirely to family engagement. Teachers learn how to communicate effectively with parents and guardians. They learn a variety of strategies for engaging uninvolved families. They also learn to manage overly assertive parents and guardians in ways that channel this energy into positive outcomes for the student.*

- Curriculum, Instruction and Assessment (Fidelity of Implementation) *Sessions 5 and 6 focus on student assessment in the general education classroom. Teachers learn to construct valid and reliable classroom assessments. Teachers learn to interpret student assessment data and modify instruction to better meet the needs of their students. Session 13 teaches teachers how to collaboratively analyze assessment data with special education and English language learning staff and plan lesson modifications to better meet the needs of all their students.*

Matriculation for Graduate Credit
If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

TEXT **:**
- Ribas, W., Deane, J., Brady, D, Tamerat, J., Billings C., Greer, V., *Instructional Practices That Maximize Student Achievement: For Teachers by Teachers, 3rd ed. (2017).* Norwood, MA: Ribas Publications

- Ribas, W., handout packet, *Current Research and Practices in Instruction That Maximize Student Achievement.* The handout packet includes documents developed by Ribas Associates for training teachers.

 RESOURCES:
- Fitchburg State University Teacher Preparation Programs. (2018). *Conceptual framework.* Fitchburg, MA: Author.[Online]:http://www.fitchburgstate.edu/offices/academic-offices/education-unit/conceptual-framework/

- Massachusetts Department of Elementary and Secondary Education. (1999-2011). *Curriculum frameworks*. Malden, MA: Author. [Online] Available: http://www.doe.mass.edu/frameworks/current.html

LEARNING OUTCOMES/OBJECTIVES:
This course will address the dispositions of the Conceptual Framework in the following way(s):

Knowledge: As a result of the learning experiences in the course, you will become more cognizant of:

Welcome/Introduction Session
After this section of the course, candidates will be able to:
  ➢ describe all the materials needed for the course
  ➢ explain all the course expectations and projects as noted in the syllabus

- ➢ be completely set up on the moodle site
- ➢ have tested all aspects of the technology including audio powerpoints, discussion boards, and online video capabilities.
  reported any issues with set up to their instructors

(Session 1)

The Research Foundations for Differentiated Instruction to Meet the Needs of all Students
After this section of the course, the candidates will be able to:
- ➢ explain the research base that supports the positive impacts of differentiating instruction
- ➢ explain what it means to differentiate instruction by content, process and product, as well as student readiness, interest and learning preference
- ➢ explain the impact of differentiated instruction-based student mastery and the stages of master
- ➢ explain the impact of differentiated instruction on continued growth and closing achievement gaps
- ➢ explain the impact of differentiated instruction on the social-emotional development of students
- ➢ explain the varied needs of a diverse population of students (e.g. special education, E.L.L., students of color, students from poverty, gifted students, and an array of cultures).

Creating the Cognitive Context for Learning to Maximize Understanding and Retention for Varied Learning Styles.
After this section of the course, the candidates will be able to:
- ➢ use activators pre-assess to show students how the content and the skills taught in lessons connect to their previous learning and their own lives
- ➢ use agendas to tell students what they will do during lessons
- ➢ use lesson objectives to create contexts that lead to deeper understanding and longer retention of independent facts as they appear in lessons
- ➢ create increased motivation and retention by explaining to students why the knowledge and skills taught in lessons are relevant to them
- ➢ use summarizers to increase student mastery and retention of the knowledge and skills taught in lessons and assess gaps in mastery
- ➢ explain how these strategies can be employed in ways that increase the level of success of all students and equity students of color, special education, low SES students, and English language learners in capturing lost learning and in moving ahead with new curriculum.

(Session 2)

Classroom Management for Effective Differentiated and Develops Social-Emotional Learning Skills
*After this section of the course, the candidates will be able to **implement the nine components of effective classroom management including**:*

- ➢ develop and implement classroom rules, routines and expectations that maximize the level of respectful, on-task behavior
- ➢ develop and implement a system of rewards and consequences for reinforcing respectful, on-task behavior
- ➢ obtain students' attention at the start of lessons, after group and partner activities, after interruptions, and after student attention has wandered away from the learning at hand.
- ➢ create positive and productive student-teacher and student-student relationships
- ➢ use physical proximity and the physical design of the classroom to improve student behavior
- ➢ teach students the SEL skills to work with a high level of independence and productivity during partner and group work.

- explain how these strategies can be employed in ways that increase the level of success of general education, special education, and English language learners.
- develop contingency plans for students who present profound behavior issues.
- align your classroom management plan with the five key areas of social-emotional learning

(Session 3)
Standards Based Planning and Teaching for Differentiated Instruction
After this section of the course, the candidates will be able to:
- develop differentiated instruction lessons based on the Massachusetts State Curriculum Frameworks for the candidates particular grade level and content area
- write objectives for classes or units in language that describes what the students will know and be able to do after the teaching is finished
- write objectives for classes or units in language that enables them to readily assess whether or not the objectives have been mastered
- select or develop pre-, formative and summative assessments that measure student mastery of the identified objectives and levels of **learning loss**.
- choose activities that maximize student mastery of the objectives
- explain how these strategies can be employed in ways that increase equity and the level of success of all students including students of color, special education, low SES and English language learners.

(Session 4)
Questioning Skills for Regular and Special Education Students
After this section of the course, the candidates will be able to:
- increase the level of participation of all students (e.g., English language learners, student ith special needs, students from families identified as low socio-economic status) who ask and answer questions in their classes
- raise the thinking level of the answers they get from students
- use questions and dipsticking to pre-assess and formatively assess student understanding
- use questions and dipsticking to inform their instruction
- explain how these strategies can be employed in ways that increase the level of success of general education (including students from poverty), special education, and English language learners.

(Sessions 5 & 6)
Assessment (pre-,formative, and summative) of Student Work for Effective Differentiating of the Instruction
After this section of the course, the candidates will be able to:
- describe the various purposes for assessment
- define the similarities and differences between pre-, summative and formative assessments
- define the similarities and differences between product and performance assessments
- create teacher-made product and performance assessments that gauge levels of student mastery on the stated objectives, both formatively and summatively
- write rubrics and criteria sheets (a.k.a. scoring guides) that assess student process, products and performances on those concepts that are difficult to quantify for assessment
- identify lost learning

(Session 7)
Mid Course Application of Concepts
After this section of the course, the candidates will be able to:
➢ Watch a lesson and identify the following differentiated instruction concepts taught in sessions 1 to 6 (cognitive context for learning, effective classroom groups, concepts from standards based teaching)
➢ Choose a lesson topic and write mastery objectives and formative and summative assessments for the topic

(Sessions 8 & 9)
Differentiated Strategies That Promote Equity and Success for All Students
After this section of the course, the candidates will be able to:
➢ assess the language acquisition levels of their ELLs (pre-production, early production, speech emergence, intermediate fluency, and advanced fluency) and implement strategies for each level
➢ respond to various special education needs and modify their teaching to better meet those needs
➢ implement strategies designed to address learning styles, the achievement gap, and other diverse needs
➢ plan lessons that can flexibly provide reteaching, practice and extension as needed to capture lost learning and new curriculum content manage differentiated activities in single lessons
➢ write objectives for classes or units in language that describes what the students will know and be able to do after the teaching is finished
➢ implement differentiated instruction activities that allow for students to move from concrete to abstract, simple to complex, few steps to multi-steps, small leaps to large leaps, more structured to more open, less independence to greater independence at their own rate
➢ explain how these strategies can be employed in ways that increase equity and the level of success for all students including special education, students of color, low SES, and English language learners.

(Session 10)
Differentiating Instruction for Special Education Students and English Language Learners
After this section of the course, the candidates will be able to:
➢ assess the language acquisition levels of their ELLs (pre-production, early production, speech emergence, intermediate fluency, and advanced fluency) and implement strategies for each level
➢ explain the stages of second language acquisition
➢ explain various special education profiles that are commonly found in regular education classrooms
➢ plan lessons with strategies that effectively differentiate the learning for those students with these special education profiles
➢ plans lessons with strategies that effectively differentiate the learning for second language learners

(Session 11)
Theories and Practices of Intelligence and Student Motivation That Contribute to Student Success
After this section of the course, the candidates will be able to:
➢ explain the key aspects of the following theories of intelligence:
  ○ innate, single entity intelligence
  ○ learnable intelligence
  ○ multiple intelligences
  ○ attribution of intelligence

- ➢ describe instructional practices that support social emotional learning
- ➢ implement classroom strategies that move students toward the belief that success is due more to effective effort and acquired strategies than to innate ability and luck
- ➢ increase students' motivation by helping them to equate success with effort and to work to acquire effective strategies
- ➢ increase student motivation by tapping into their personal interests and connections to the content
- ➢ explain how these strategies can be employed in ways that increase the level of success of general education, special education, English language learners and students from poverty

(Session 12)

Collaborative Teaching: Lesson Study, Data Analysis, Peer Observation and Action Research Among General Education, Special Education, Gifted and Talented, Equity, and English Language Learning Staff:

After this section of the course, the candidates will be able to:
- ➢ develop a plan for analyzing and solving classroom problems using action research
- ➢ assist colleagues in developing a plan for analyzing and solving classroom problems
- ➢ use action research to assess and develop the teacher's differentiation of instruction
- ➢ use lesson study to develop differentiated instruction lessons and assess and improve the implementation of those lessons

(Session 13)

The Brain and Learning

After this section of the course, the candidates will be able to:
- ➢ briefly explain how the brain functions
- ➢ explain how the brain functions when learning mathematics
- ➢ explain how the brain functions when learning reading
- ➢ explain the difference between a fixed and growth mindset and the impact holding a growth mindset can have on student motivation and performance.
- ➢ explain how these strategies can be employed in ways that increase equity and the level of success for all students including-students with special needs, students of color, English language learners and students from low socio-economic environments

(Session 14)

Overview of the English Language Learner Experience

While many educators have had the personal experience of learning a second language at some point in their academic careers, few have been called upon to actually develop proficiency, or even more challenging, to try to learn something new using only a language that is very new to them (second language proficiency). Acquiring English language proficiency (ELP) is the daunting task set before our English Language Learners. Moreover, research has shown that it takes considerably more time on task than we realize for an individual to gain true academic and conversational fluency in a second language. Tapping the personal and professional experiences of the participants, this session provides an orientation to the challenges of students attempting to learn in a language that is new to them. While all learners must work to acquire new understanding and stills, second language speakers must also process the language in which the work is being done. Using video, simulation and active learning practices, participants in this session will explore unexpected ways in which children struggle, compensatory strategies they often employ in an effort to fit in, and initial ways in which teachers and administrators can begin to support these learners in their struggle.

After this session of the course, the participants will be able to:
- ➤ Empathize with the experience of non-English speakers as they are tasked with navigating a world where they do not fully comprehend the language.
- ➤ Identify ways in which non-English speaking students may mask a lack of comprehension.
- ➤ Identify strategies non-English speakers use to support their understanding and begin to plan with language objectives and strategies teachers use that support support those efforts.
- ➤ Distinguish learners' stages of language acquisition from monolingual to complete bilingualism.
- ➤ Recognize components of the English language that can prove particularly problematic for non-native speakers and develop strategies through which teachers can mitigate the negative impact of their own language choices on their ELL and FLEP students.

(Session 15)
Questioning and Assessment for Non-English Speaking Students
Too often, teacher questions and assessment tools measure something other than the goals for which they were intended. Even the simplest question, if not phrased carefully, can prove incomprehensible to a student who otherwise understands the material being discussed. This session focuses on the role of teacher-language, practice and expectations and how these factors can impact second language learners in their classes. We will explore through the lens of non-English speakers the strategies and materials often used in the classroom. In the process, educators will be called upon to share their current learning goals, instructional practices and favorite tools in light of this new perspective.

After this session of the course, the participants will be able to:
- ➤ Rework assessment tools currently used in their practice to ensure that the language used, as well as supporting visual contexts are best suited to evaluate the importing thinking and learning of non-English speaking students.
- ➤ Develop questioning strategies (such as extended wait time) and additional assessment tools that are crafted to be easily comprehended by non-English speaking students.
- ➤ Identify non-verbal cues, visuals, and tasks that can help ELL students better demonstrate what they know and are able to do.
- ➤ Develop ways to differentiate instruction for ELL students on the basis of formal and informal assessments.

(Session 16)
Teacher Language and the Affective Domain
Considerable research has been devoted to the role that a student's emotional development, beliefs and socialization play in ensuring academic success. In the case of ELL students, this affective domain is impacted by language and culture.

In this session, the participants will be able to:

- ➤ Develop strategic approaches to encouraging ELL students as they acquire language skills, cultural competency in an unfamiliar environment, and academic knowledge and skills without diminishing the student's sense of confidence or personal competence.
- ➤ Identify areas of language that are predicated on a broader cultural knowledge, such as idiomatic speech, and develop strategies to either compensate for, or directly address those potential areas of confusion.
- ➤ Discuss ways in which different languages of origin can cause unique issues for individual students.

(Session 17)
Special Education and English Language Learners
Far too often, teachers confuse problems of language with deeper cognitive issues, referring students to Special Education when their issues are the result of a non-English speaking background. By the same token, students in any subgroup population (English speaking, ELL and Formerly ELL) can also struggle with Learning Difficulties. For the English speaking educator, distinguishing applying the appropriate interventions for non-English speaking students can be a significant challenge.

In this session, the participants will be able to:
➢ Consider how and when to refer ELL students to special education, and what steps to take in a ier I and II setting that further inform the decision to refer.
➢ Identify several ways to differentiate practice in our classroom that can benefit both Special Education and General Education students.
➢ Discuss assessment tools used in Special Education referrals using the lens of a non-English speaking student.
➢ Consider the ways in which Special Education and referral of students can be viewed in different cultures.
➢ Plan strategies for working with the parents of students who may themselves struggle in a new culture and in a less than familiar language.

(Session 18)
Where Culture and Language Intersect
Cultural differences- those easily identified by nationality or language and more significantly the subtle differences of family- compound the learning challenges ELL students. This final session continues the conversation as we focus on general issues, differences in school readiness, school versus home norms and expectations, unexpected pitfalls of student cultural backgrounds, and ways in which language exacerbate those differences.

In this session, the participants will:
➢ Identify the many complex cultural profiles of students whose first language is not English, recognizing differences that often go unnoticed.
➢ Describe the concept of school readiness and parental expectations in different cultures and how these issues can inhibit or enhance student learning.
➢ Discuss ways in which gaps in background knowledge can impact learning and plan strategies that will help teachers compensate for those gaps.
➢ Identify strategies for vocabulary development in a variety of contexts, often the most noticeable area of weakness for students with limited background knowledge.

Skill: As a result of the learning experiences in the course, candidates will become better able to implement the key components of a standards-based classroom with differentiated instruction as described in the knowledge section above.

Caring: As a result of the learning experiences in the course, candidates will become more competent in their ability to understand the varied learning needs of all students. This includes an understanding of learning styles, English language learners, varied cultures, students with special needs, and gifted students. With this understanding comes the ability to relate to and empathize with a wide range of students.

Ethical: As a result of the learning experiences in the course, candidates will become more competent in their ability to understand the reasons why, unrelated to intellect, certain groups of students historically perform at lower levels on state and national assessment. More importantly, they will understand their role in helping to eliminate these achievement gaps.

INSTRUCTIONAL STRATEGIES

_X_	Lecture	_X_	Data Collection and Analysis
_X_	Discussion/Questioning	___	Pre-Practicum
_ _	Laboratory	___	Role Playing/Simulation
_X_	Problem Finding/Solving	_X_	Independent Learning
_X_	Discovery	___	Field Trips
___	Interviewing	___	Computer Applications
_X_	Collaborative Learning Groups	_X_	Viewing or Listening to Followed by
_X_	Reflective Responses		Discussing
_X_	Creating Visual Illustrations of Concepts	___	Other_____

Graduate level work is expected, that is, work rooted in adequate theory and requires a high level of critical thinking analysis and synthesis of material.

COURSE REQUIREMENTS:
As noted below, students are required to complete all reading assignments and written assignments by the dates these are due. The learning that results from these assignments is an imperative for students' appropriate participation in the subsequent classes. Assigned reading and assigned writing assignments are each assessed as noted below in the grading policy.

FIELD-BASED REQUIREMENTS:
All written assignments are based on the practical application of what is learned in this course with the students you teach. For example, the lesson plans you complete are used to teach their students. The standards-based teaching and differentiated instruction strategies learned are used with your students and you actively reflect on the impact of those strategies with your students.

EVALUATION OR GRADING POLICY:
Once one of the major assignments (see below) is submitted the instructor will correct the assignment. Any major assignment (except for the reading for understanding) below a grade of A will contain author comments indicating why the assignment did not fully meet the criteria. It is the policy of Ribas Associates to allow students to revise an assignment based on the instructor's comments and email the revised assignment to the instructor. If the resubmitted assignment contains all the components in the criteria the student's grade will be raised to an A.

Interim assignments include the discussion forums, and interim uploaded assignments. The forums will be assessed based on the Criteria for Scoring Discussion Forums. The uploaded interim assignments and session assignments will be graded based on a high score of 100%.

The Discussion Forms are worth 20% of your grade.

Criteria for Scoring Discussion Forums	Scoring Guide for each assignment
Timeliness and Quality	3 = Timely posting of the assignments. 2 = Posting incomplete or lacked substance. 1 = Posting incomplete and lacked substance.
Followed Guidelines	3= Posting used complete sentences. Tone was collegial. All responses were appropriate and added to the discussion. 2= Posting used incomplete sentences. Tone was collegial. Responses were appropriate and added to the discussion. 1 = Posting used incomplete sentences. Tone was not always collegial and/or responses added little to the conversation.
Incorporation of knowledge from assigned readings	3 = Incorporated clear understanding of the reading material and practice into posting 2 = Material from the readings incorporated into some of the posting 1 = Little evidence of understanding of material. Readings not incorporated into posting.

Introductory Assignment 5%

Reading for Understanding, aka Strategic Reading, by William B. Ribas, Ph.D.
Reading for understanding (aka strategic reading or content reading instruction) is the act of reading more than just the words. When candidates are asked to read for understanding, they are asked to absorb the information in the text. Teachers often ask students to demonstrate they have read for understanding by:
1. Students are required to state the important points from the reading selections to support comments they make. Students are also required to state in the notes why they believe those points are important.

2. Students are also asked to note on the discussion forum questions they have about the text itself or higher order questions prompted by the concepts and ideas conveyed in the text. Students may sometimes be asked to graphically organize concepts in a passage.

Instructors assess strategic reading using one or a combination of two or more of the following:

1. The instructors give students comprehension and/or higher order thinking questions (see chapter 5 in your text Instructional Practices That Maximize Student Achievement for a description of higher order thinking questions) or specific tasks related to the reading. Students must look for the information from the reading that helps answer those questions or complete the tasks, then note, use in discussion forums, and uploaded assignments

2. The instructors ask students to answer comprehension questions on the discussion board after they have read to test student understanding.

3. Students are told that the teacher reserves the right to ask individual students questions about their notes to "test" their comprehension of the content that is noted. The teacher also has the expectation

that the student understands any information for which there is not a question noted on the **discussion board. Students who correctly answer the teachers question receive a check plus. Students unable to answer the question with supporting information from the reading receive a minus. Students with partial answers receive a check.**

Strategies implementation and reflection journal assignment: 20%
Each candidate is expected to implement the differentiated instruction strategies learned in the course. Candidates are required to keep a log to document the level of success when implementing the strategies. From time to time they are asked to try specific strategies and post the level of success implementing those strategies either on the discussion forum or upload the information on the assignment link.   At the conclusion of the course the student will be required to provide at least four journal entries like the one shown below.

- Read the exemplar journal entry found below.
- Try at least four new strategies you learned from this course, the text, or another student in the course. The strategies you choose must be strategies you have never used prior to the start of this course.
- For each strategy write a self-reflection journal entry that includes the following:
- Name and briefly describe the strategy you chose. (1 to 3 sentences)
    a) Explain why you chose the strategy for your class. The reason you chose the strategy could be to reach a specific student, a specific group of students or for specific reasons related to the entire class. (2 to 4 sentences)
    b) Explain what worked and why it worked? **Or** Explain what did not work and why? (3 to 8 sentences)
    c) Is there anything you would do differently the next time you use this strategy? If yes, please explain. (2 to 4 sentences)
    d) Upload the four journal entries together to the "upload assignment folder."

Exemplar of an entry from a seventh grade social studies teacher's self-reflection journal

    a) I used processing partners with the union generals as the partner terms.
    b) I chose this strategy so I could get students to effectively partner and process higher order thinking questions. I needed a strategy that would quickly and effectively get the students into partners to discuss a question and then quickly back into their own seats. I used causes of the Civil War because students tend to only remember slavery as a cause. I want them to remember more of the causes by the end of our Civil War unit.
    c) The first time I tried it was a mess. I had forgotten to tell the students to be certain that they put each other's name next to the same terms. I noticed about half way through the time they were collecting names that several of the students had quickly written in seven names without checking to be certain their name was next to the same term on their partner's sheet. I stopped the name gathering and had them return to their seats. I told them I had forgotten to give them a direction and collected the sheets. Fortunately, I had a set of new processing partner sheets for the afternoon class. I passed those out and repeated the directions with <u>all</u> the directions and had the students again get partners. It worked much better this time.

d) Next time I will go over the directions orally and then have a student tell me back the directions in his/her own words. I will check to be certain I gave all the directions and that all the directions were understood.

Differentiated Instruction Mastery Lesson Plan Assignment Criteria: 25%
Each candidate is expected to develop and teach a differentiated instruction lesson plan based on the Massachusetts Curriculum Frameworks.

1. The lesson plan is headed with my name, the grade level for whom the lesson is planned, and he date.
2. The lesson plan addressed all questions and their subsections found in differentiated instruction lesson plan template on pages 252-255 of the book *Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers* (2017).
3. The mastery objectives are written in the form described and shown on pages 10-11 and 45-46 in the book *Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers* (2017). When necessary they include any additional mastery objectives needed for E.L.L. students.
4. The lesson plan includes a description of the standard addressed and the page number, standard number and/or standard letter designation from the appropriate standard. Please see the kindergarten, second grade, fifth grade, middle school and high school lesson plan exemplars in the Green Book pages 12-19
5. The assessment section contains both formative and summative assessments. The assessments cited are as described in chapter 4 of the book *Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers* (2017) and will enable the teacher to determine each student's level of mastery.
6. The activities are described with sufficient specificity for a reader to understand each of the steps of the lesson. The lesson describes the tasks for students who are at the introductory, guided practice, immediate mastery, and immediate application mastery levels of mastery. Please see pages 2-3 in the book *Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers* (2017) for the definitions of the levels of mastery.
7. Question five on page 10 of the text identifies a teacher, administrator, or other person who can assist the teacher in planning the lesson.
8. Also include the materials the teacher needs to teach the lesson including any classroom management and/or formative assessment materials.

Lesson Study Reflections: 15%
Each candidate is required to teach the differentiated instruction lesson plan (see assignment above) he or she developed. After teaching the lesson the candidates is expected to answer the following questions:
a) What went well?
b) Why did it go well?
c) How can you transfer what you learned with this success to another area of your teaching?
d) What did not go as well as you hoped?
e) Why didn't it go well?
f) What will you do differently the next time you teach this lesson?
g) If you need help figuring out what to do differently next time whom can you go to in your district or this help?

Construction of Action Research Assignment Criteria: 15%
Students will be asked to construct a piece of action research in their classrooms related to their efforts to differentiate instruction (see chapters 10 and 11 in the text *Instructional Practices That Maximize Student Achievement* for more information on action research*).*
1. A research question that is worded so as to specifically note the classroom differentiation issue the project is designed to address.
2. A listing of the specific data that will be needed to study the classroom issue.
3. The explanation of the method(s) that will be used to gather the data noted in 2 above.
4. A step-by-step description of how the data will be analyzed. This should include any tables or charts needed to accurately represent the data.
5. Students will not be required to implement the action research as part of this course.

GRADUATE GRADING SYSTEM:

4.0	95 – 100	A
3.7	92 – 94	A-
3.5	89 – 91	A-/B+
3.3	86 - 88	B+
3.0	83 - 85	B
2.7	80 – 82	B-
2.5	77 – 79	B-/C+
2.3	74 – 76	C+
2.0	71 – 73	C
0.0	0 – 70	F
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

FITCHBURG STATE UNIVERSITY
DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

Fitchburg State University encourages all Extended Campus students to take advantage of our online student services. We have created a "virtual student center" just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at http://www.fitchburgstate.edu and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard's Collaborate tools, Skype and in-person; library instruction via online and in-person at extended campus sites; research help and more. Any questions relating to library services should be directed to the E-Learning & Instruction Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at https://fitchburgstate.libguides.com/dlservices outlining the wide range of services available to you and how to access them. Activate your library account online through our ILLiad system at https://fitchburgstate.libguides.com/dlservices; from here you can access article, book, and media. Request forms to get items from our library and from other libraries. If you haven't used ILLiad before, you will need to click on the "First Time User? Create Your Account" link and set up your account.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at https://library.fitchburgstate.edu/ and clicking on the DATABASES tab in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university's Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary guest login to access the library's databases while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account through ILLiad. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may access participating Massachusetts State College/University Libraries and you may request an ARC Card to access participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting a OneCard must either complete the online Extended Campus OneCard request form at https://survey.fitchburgstate.edu/TakeSurvey.aspx?SurveyID=984L9n2# or present a course registration confirmation at the One Card Office in the Anthony Building of the main campus. Please call 978-665-3039 for available times or if you have any questions about your One Card.

UNIVERSITY AND EDUCATION UNIT POLICIES

Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Attendance and Participation

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory.

2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.

3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

Education Unit Computer Literacy Requirement

All assignments must be typed, doubled-spaced, and use APA format when appropriate. Refer to Internet Resources for Writing on the Fitchburg State University website for assistance.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., 'You are expected to use e-mail for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.']

Cellular Telephones and Other Devices

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention is focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on email, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in the university catalog.

Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

Copyright Policy

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Electronic Use of Copyrighted Materials on the Fitchburg State University website for more details.

RELATED READINGS AND RESOURCES:

On Lost Learning
- Youki, T (2020) Covid-19s Impact on Students Academic and Mental Well-Being Edutopia downloaded March 21, 2021

- Dorn, E, & Hancock, B, & Sarakatsannis, J, & Viruleg E. (December 2020) Covide-19 and learning loss-disparities grow and students need help. McKinsey & Company downloaded March 21, 2021

- Chen, K. & Dorn, E. & Sarakatsannis, J, & Wiesinger, A. Teacher survey: Learning loss is global and significant.

On Assessment:

- Chappuis, S., & Chappius, J. (2007, December/2008, January). The best value in formative assessment. *Educational Leadership,* 14-18.

- Clymer, J. & Wiliam, D. (December, 2006/January 2007). Improving the way we grade science. *Educational Leadership,* 36-42.

- Farmer, L. (2006, August). What is the question? Paper presented at World Library and Information Congress, Seoul, Korea.

- Heick, T. What is the purpose of a question? TeachThought.com. retrieved on December 10, 2020 from https://www.teachthought.com/learning/what-is-the-purpose-of-a-question/

- MacDonald, R. (2007). Unpublished list of questions acquired from Mike Costello.

- MacDonald, R. (2007). *Number the stars homework self-assessment.* Unpublished self-assessment.

- Marzano, R. (2006). *Classroom assessment and grading that work.* Alexandria, VA: ASCD. p. 90 Adapted with permission. Learn more about ASCD at www.ascd.org.

- Mintz, E., Fiarman, S., & Buffett, T. (2006). Digging into data. Boudett, K.P., City, E.A., &

- Morgan, N., & Saxton, J. (2006). *Asking better questions*. Markham, Ontario: Pembroke Publishers Limited

- Phelps, G., Doherty-Sneddon, G., and Warnock, H. (2006). Helping children think: Gaze aversion and teaching. *British Journal of Developmental Psychology*, *24*, 577–588.

- Stiggins, R. (2006, November/December). Assessment for learning: A key to motivation and achievement. *EDge Magazine, 2* (2), 3-19.

- Stiggins, R. (2007, May). Assessment through the student's eyes. *Educational Leadership*, 2-26.

- **On Differentiated Instruction:**

- A Different Place. *Characteristics of Giftedness*. Retrieved June 15, 2007, from http://adifferentplace.org/characteristics.htm

- A Different Place. *Giftedness Defined*. Retrieved June 23, 2007, from http://adifferentplace.org/characteristics.htm

- Achievement gap. (2008, March 21). In *Wikipedia, the free encyclopedia*. Retrieved July 22, 2007, from http://en.wikipedia.org/wiki/Achievement gap

- Atwood, T. *Asperger's Syndrome*. Retrieved May 12, 2008, from www.tonyattwood.com.au/

- Chenoweth, K. (2007). *It's being done: Academic success in unexpected schools.* Cambridge, MA: Harvard Education Press.

- Ferguson, R. (2008). *Toward excellence with equity: An emerging vision for closing the achievement gap.* Cambridge, MA: Harvard Education Press.

- Hill, J. D., & Flynn, K. M. (2006). *Classroom instruction that works with English language learners*. Alexandria, VA: ASCD.

- Hollingsworth Center for Highly Gifted Children. Who are the highly gifted? Retrieved June 15, 2007, from http://www.hollingworth.org

- National Autistic Society. Autism: What is it? Retrieved April 30, 2008, from http://www.autism.org.uk/autism

- Psychology at Red Rocks Community College. (n.d.) *Scoring procedures*. Retrieved July 28, 2007, from http://www.rrcc-online.com/~psych/LSscoring.htm

- Stokes, S. (n.d.). Structured teaching: Strategies for supporting students with autism. *Autism Papers*. Retrieved April 4, 2008, from http://www.specialed.us/autism/structure/str10.htm

- Willey, L. H., Ed. D. (n.d.). retrieved May 12, 2008, from www.aspie.com

- Wormeli, R. (2006). *Fair isn't always equal: Assessing & grading in the differentiated classroom.* Portland, ME: Stenhouse Publishers.

On Effective Teaching:

- Alexander, K., & Entwisle, D. (2007, April). American Sociological Review, *78*,167–180

- Allen, M., & Morrison, G. (2007, Spring). Promoting student resilience in school contexts. *Theory into Practice: Journal of the Ohio State University's College of Education*. *46*(2), 62–169.

- Alexander, K.L., Entwisle, D.R., & Olsen, L.S. (2007). Lasting consequences of the summer learning gap. *American Sociological Review, 72*(2), 167–180.

- Allington, R., & McGill-Franzen, A. (2008, April). Got books? *Educational Leadership, 65*(7), 20–23.

- Armstrong, T. (2006) *The best schools: How human development research should inform educational practices* Alexandria, VA: ASCD

- Black, S. (2007). The search for true grit. *American School Board Journal. 194*(4), 52–54.

- Blake, P., & Gardner, H. (2007). A first course in mind, brain, and education. *Mind, Brain, and Education. 1*(2), 61–65.

- Brookline Public Schools (no copyright). Learning expectations, grades 7 and 8. Brookline, MA.

- California Department of Education and the California Commission on Teacher Credentialing.
- (1997, January). *California standards for the teaching profession*. Retrieved September 1, 2008, from http://www.cde.ca.gov

- Carmichael, M. (2007, March 26). Stronger, faster, smarter. *Newsweek,* 38–55.

- Cooper, J., & MacIver, A. (2006). *Recommendations for summer and beyond*. Brookline, MA.

- Crounse, K. (2006, May). Evaluating the effectiveness of the Do Now process. *Projects for School Innovation Newsletter*

- Clymer, J. and William, D. (December 2006/January 2007) *Improving the way we grade science.* Educational Leadership, ASCD p. 36-42

- DuFour. R. (2007, September). Professional learning communities: A bandwagon, an idea worth considering, or our best hope for high levels of learning. *Middle School Journal*, 4–8.

- DuFour R., & DuFour, R. (2007, Summer). What might be: Open the door to a better future. *Journal of the National Staff Development Council*, *28*(3).

- DuFour, R., DuFour, R., & Eaker, R. (2006). *Professional learning communities at work plan book.* Bloomington, IN: Solution Tree.

- Fischer, K., Daniel, D., Immordino-Yang, M., Stern, E., Battro, A., & Koizumi, H. (2007). Why mind, brain and education? Why now? *Mind, Brain, and Education*, *1*(1) 1–2.

- Galea, S., Ahern, J., Tracy, M., & Vlahov, D. (2007). Neighborhood income and income distribution and the use of cigarettes, alcohol, and marijuana. *American Journal of Preventive Medicine, 32*(6), 195–202.

- Garcia, E., & Bryant, J. (2007, March). Helping young Hispanic learners. *Educational Leadership.*

- Glenn, D. (2007). You will be tested on this. *Chronicle of Higher Education, 53*(40),15–17.

- Gorski, P. (2008, April). Got Books? *Educational Leadership*, *65*(7), 32–36.

- Graham, P., & Ferriter, B. (2008, Summer). One step at a time. *Journal of the National Staff Development Council*, *29*(3), 38–46.

- Grigorenko, E. (2007). How can genomics inform education? *Mind, Brain, and Education*, *1*(1),20–27.

- Hargreaves, A. (2007, Summer). Five flaws of staff development and the future beyond. *Journal of the National Staff Development Council*, *28*(3),37–38.

- Harmon, A. (2007, November 11). The DNA age: In DNA era, new worries about prejudice. *New York Times.*

- Henderson, A. (2006). *Beyond the bake sale*. New York: The New Press

- Kanold, T., Toncheff, M., & Douglas, C. (2008, Summer). Two high school districts recite the ABCs of professional learning communities. *Journal of National Staff Development Council*, *29*(3), 22–27.

- The Lesson Study Research Group, Teachers College, Columbia University. (n. d.) Retrieved September 18, 2008, from http://www.tc.columbia.edu/lessonstudy/lessonstudy.html

- Linn, M. (2006). The knowledge integration perspective on learning and instruction. In R. Keith Sawyer (Ed.), *The Cambridge handbook of the learning sciences.* New York: Cambridge University Press.

- Marzano, R. (2007). *The art and science of teaching: A comprehensive framework for effective instruction.* Alexandria, VA: ASCD. Reproduced with permission of Mid-continent Research For Education and Learning in the format Textbook via Copyright Clearance Center.

- Murray, C., & Pianta, R. (2007, Spring). The importance of teacher-student relationships for adolescents with high-incidence of disabilities. *Theory into Practice: Journal of the Ohio State University's College of Education*, *46*(2), 105–112. *National Education Association*. (2008*).* NEA's keys to excellence: KEY 4

- Powell, W. & Kusuma-Powell, O. (2007). Coaching students to new heights in writing. *Educational Leadership, 64*, 1–5.

- Rush, T. (2006). Five steps for effective reading. *Language Learner, 1*(3), 10–11.

- Saphier, J., & Gower, R. (2008). *The skillful teacher.* Carlisle, MA: Research for Better Teaching

- Sato, M., & Amtkin, J. M. (2006–2007, December/January). Supporting change in classroom assessment. *Educational Leadership, 64*(4) 76–79

- Schwartz, D., & Heiser, J. (2006). Spatial representations and imagery in learning. In R. Keith Sawyer (Ed.), *The Cambridge handbook of the learning sciences.* New York: Cambridge University Press.

- Schneider, D. (2007, August 25). Interview with Stephen Pinker. *Cosmoetica.* Retrieved February 2, 2008 from http://www.cosmoetica.com/dsi4.htm

- Schofield, J. (2006). Internet use in schools: Promise and problems. In R. Keith Sawyer (Ed.) *The Cambridge handbook of the learning sciences.* New York: Cambridge University Press.

- Teahan, J. (2008). Westwood Public Schools. Westwood,MA.

- Theobald, M. (2006). *Increasing student motivation: Strategies for middle and high school teachers.* Thousand Oaks, CA: Corwin Press.

- Tonn, J. (2006). Later high school start times a reaction to research. *Education Week. 25*(28), 5–17.

- Tucker, P. (2007, May/June). The rise of brain-focused teaching. *The Futurist*, *41*(3), 1–2.

- Van Dycke, J.L., Martin, J.E., & Lovett, D.L. (2006, January/February). Why is this cake on fire? Inviting students into the IEP process. *Exceptional Children*, *38*(3), 42–47

- Viadero, D. (2006, August 30). Cognition studies offer insights on academic tactics. *EducationWeek*, 12.

- Villegas, M., & Lucas, T. (2007, March) The culturally responsive teacher. *Educational Leadership, 64*(6), 28–33.

- Wiggins, G. (2006, September). Transfer as the goal of education. *Perspectives*

- Willingham, D. (2006, Fall). Ask the cognitive scientist: Brain-based learning: More fiction than fact. *American Educator*, 1–9.

- Willis, J. (2007, February). The gully in the brainglitch theory. *Educational Leadership*, *65*, 68–73.

- Wolf, M. (2007). Proust and the squid: The story and science of the reading brain. New York: Harper Collins.

- Wong, P. C. M., Warrier, C. M., Penhune, V. B., Roy,A. K., Sadehh, A., Parrish, T. B., & Zatorre, R. J.(2008, April). Volume of left Heschl's Gyrus and linguistic pitch learning. *Cerebral Cortex*, *18*(4),828–836. Retrieved March 6, 2008, from http://cercor.oxfordjournals.org/

- Wormeli, R. (2007). Spring cleaning our teaching. *Middle Ground, 10*(4), 29–31.

- Zull, J. (2006, Summer). Key aspects of how the brain learns. *New Directions for Adult and Continuing Education*, *110*, 3–9.

On Effective Classroom Management (Ch 3):

- Curwin, L., Mendler, A., & Mendler, B. (2008). *Discipline with dignity.* Alexandria, VA: ASCD.
- Kidron, Y. & Fleishman, S. Promoting adolescents' prosocial behavior. *Educational Leadership,*

April 2006 pp. 90-91. Vol. 63 No. 7

- Marzano, R. (2007). The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: ASCD

- Meier, D. (2006) If they'd only do their work! *Educational Leadership* February 2006 Vol. 63 No. 5 pages 9-10

- Ribas, W. (2014) *Inducting and Mentoring Teachers New to the District,* Norwood, MA: Ribas Publications

- Theobald, M (2006) *Increasing student motivation: strategies for middle and high school teachers*. Thousand Oaks, CA Corwin Press

- **On the Brain and Learning**

- Hammond, Z. (2015). *Culturally responsive teaching and the brain.* Thousand Oaks, CA. Corwin.

- Jensen, E. (2019). P*oor students, rich learning: seven high-impact mindsets for students from poverty.* Bloomington, IN. Solution Tree Press.

- Jensen, E. (2020). *Brain based learning 3rd edition.* Thousand Oaks, CA. Corwin.

- Jensen, E. (2020). How is a student's memory at test time? Jensen Learning retrieved February 3, 2021 from http://www.jensenlearning.com.

- Savage (2018). The role of memory in learning, how important is it?
- Forrin, N.D., & Macleod, C.M. (2018). This time it's personal: the memory benefit of hearing oneself. *Memory, 26*, 574 - 579.

- Terada, Y. (2018). Multiple intelligences theory: widely used yet misunderstood. Eduutopia. Retrieved on February 10, 2021 fromhttps://www.edutopia.org/article/multiple-intelligences-theory-widely-used-yet-misunderstood