**College of Charleston**  
**Education 606 Syllabus**  
**Teaching Diverse Learners**

| Meeting Time and Place: | ECTR 215  
| | Tuesdays 7 – 9:45 pm |
| Instructor’s Name: | Dr. Genevieve Howe Hay |
| Office Hours: | Mondays 8:30 – 12 & Wednesdays 10:30 – noon |
| Office Location: | Room 320, 86 Wentworth Street |
| Phone/Email: | (843) 953-8054  hayg@cofc.edu |
| Course Description | The emphasis of the course is on inclusion strategies for special needs students in regular classrooms. Appropriate referral and instructional strategies will be analyzed and explored. |
| Prerequisites | **Focus I and II Semester Coursework**  
| | Due to the nature of the course and assignments, EDEE 606 should be taken during the final semester of coursework prior to clinical internship. Students should be proficient in lesson planning. **Students in their first semester of education coursework will not be able to take the course.** |
| Course Texts & Resources: | **Required Texts/Materials:**  
| | **My Education Lab** ([http://www.myeducationlab.com/](http://www.myeducationlab.com/)) is an invaluable resource to assist in your learning of students with special learning needs. My Education Lab is packaged with the Salend text. If you bought a used text, you will need to purchase My Education Lab separately from the site listed above. After you have registered, log in to the site to explore resources for the text. Under special education, select the Salend text to access resources for the course. (Directions and support for My Education Lab can be found on the first page of the text.)  
| | **The IRIS Center at Vanderbilt University - [http://iris.peabody.vanderbilt.edu/](http://iris.peabody.vanderbilt.edu/) - provides numerous interactive resources to facilitate your understanding of inclusion and accommodations to make within general education classrooms.** |
| Electronic Inclusion Guide - Use an electronic format to make an inclusion portfolio of ALL course assignments. Options: |  
| | • PB Works Wiki ([http://pbworks.com/](http://pbworks.com/))  
| | • Or other acceptable electronic format.  
| | • **Suggestion --- Consider using a format that you may want to use in the classroom either for your class news or for student assignments.**  
| | (provides step by step directions) |
Blogspot Tutorial: http://www.blogger.com/tour_start.g

Selected readings via handouts and e-reserve.

**Optional Texts:**

Publication Manual of the American Psychological Association (5th Ed.).

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**Course Outcomes:**

All teacher preparation programs in the School of Education (SOE) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher competency which are at the heart of the SOE Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as Professionals. These three competencies underlie all learning and assessment in this course; they help you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

**ETC 1 - UNDERSTANDING AND VALUING THE LEARNER**

- describe the characteristics, which influence differences in learning. NAEYC 1, ACEI 1, NMSA 1
- identify and differentiate between the needs of typical and exceptional learners in general education classrooms. NAEYC 1, ACEI 1, NMSA 1
- identify the historical and philosophical basis for mainstreaming and inclusion of exceptional learners. NAEYC 1, ACEI 1, NMSA 1
- identify variations and developmental patterns for children with special needs. NAEYC 1, ACEI 1, NMSA 1

**ETC 2 - KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE AN ENVIRONMENT IN WHICH LEARNING OCCURS**

- identify and illustrate the steps in the process for differentiating instruction and providing for independent learning. NAEYC 4b, ACEI 1, 3.2, 3.4, 3.5; NMSA 5
- design integrated instruction on selected grade levels providing for individual differences of general and inclusion students. NAEYC 4b; ACEI 1, 3.2, 3.4, 3.5; NMSA 5
- define and formulate objectives in the cognitive, affective, and psychomotor learning domains NAEYC 4b; ACEI 1, 3.2, 3.4, 3.5; NMSA 5
- explain the relationship between the process of selecting goals and objectives from a variety of materials including state and local curriculum guidelines and modifying or adapting them to meet the social, emotional and academic needs of individual students. NAEYC 4b; ACEI 1, 3.2, 3.4, 3.5; NMSA 5
- define and demonstrate the process of diagnostic/prescriptive instruction which
include the development of pretests, analysis of results, development of appropriate instructional materials and learning environments, and instructional processes, development and analysis of post-tests for all learners. NAEYC 3; ACEI 4; NMSA 5

- demonstrate the relationship between the objectives of unit and lesson plans and the instructional strategies, student activities, and evaluation means selected for such plans. NAEYC 3 & 4b; ACEI 4; NMSA 5

- distinguish between criterion referenced and norm referenced assessment. NAEYC 3; ACEI 4; NMSA 5

- integrate alternative assessment with standardized assessment. NAEYC 3; ACEI 4; NMSA 5

- explain the concepts of reliability and validity as they relate to criterion and norm referenced testing. NAEYC 3; ACEI 4; NMSA 5

- explain the difference between measurement and evaluation. NAEYC 3; ACEI 4; NMSA 5

- distinguish between formative and summative assessment. NAEYC 3; ACEI 4; NMSA 5

**ETC 3- UNDERSTANDING YOURSELF AS A PROFESSIONAL**

- Identify the importance of collaboration among professionals, community members and families. NAEYC 5; ACEI 5.1-5.4; NMSA 7

- identify national, state, and local support resources and agencies appropriate referral strategies. NAEYC 5; ACEI 5.1-5.4; NMSA 7

- identify careers in which educators can work with students with special needs. NAEYC 5; ACEI 5.1-5.4; NMSA 7

| Course Requirements | 1. Demonstration of School of Education Dispositions  
|                     | 2. Completion of all assigned readings,  
|                     | 3. Completion of all assignments, projects, and field experience hours.  
|                     | 4. Use of OAKS for assignment submission.  
|                     | 5. Proficient in lesson planning.  
| Honor System: | Academic honesty and integrity are highly regarded in this class and are assessed on several levels. As a student at the College you have agreed to uphold the policies outlined in the Student Handbook: A guide to civil and honorable conduct (2003/2004) both in your coursework and as a representative of the College of Charleston in field experiences and clinical practice situations. Violations to the Code of Conduct outlined on pages 10-11 in the Student Handbook will be reported to the Honor Board.  
| | Also, as a student in the School of Education, dispositions characteristic of good teaching should guide your work and interaction with others both at the College and in public schools. These dispositions include:  
| | 1) Belief that all students can learn.  
| | 2) Value and respect individual differences.  
| | 3) Value positive human interactions.  

4) Intellectual curiosity, enthusiasm about learning, and a
5) Willingness to learn new ideas.
6) Commitment to inquiry, reflection, and self-assessment.
7) Value collaborative and cooperative work.
8) Sensitivity to community and cultural contexts.
9) Responsible and ethical practice.

As EDEE is a dual program, in that we certify candidates for teacher certification, professors reserve the right to document violations that would impact student certification (e.g., attendance problems in field experiences and clinical practice, professionalism in schools, etc.)

**Policies**

**Required Technology**
Enrollment in this course requires you utilize the following computer applications:

a. Internet (www)
b. OAKS via Internet
c. Microsoft PowerPoint
d. Word Processing

All of the above listed computer applications are available in the College of Charleston managed computer labs located in JC Long, the Library, and various other campus locations. Therefore, if you do not have reliable access to the above computer application you should plan to use the campus computer laboratories. It is expected that you can utilize the above listed computer applications. If you do not know how to use one or more of the above listed computer applications please consult with the course instructor to arrange tutoring.

**Attendance is vital in this course.** Students are responsible for all content and assignments for each class. The roll will be taken at the beginning of each class. Arriving late and leaving early is unacceptable and will be considered a ½ absence. Coming and going during class is extremely disruptive and should only be considered for sudden illness. Two absences for ANY reason (i.e. sickness, family emergencies, personal) are allowed. After the second absence, the student’s grade will be lowered by one letter grade (i.e. an A will become a B; a B will become a C; etc.) for each additional absence.

**Personal Communication Devices/Laptops:** Please keep cell phones and laptops stowed away during class, with the exception of times when groups collaborate on projects.

**Course Assignments:**

1. **Attendance, Chapter Summaries & Class Participation (25 points)**
   It is expected that textbook and outside reading assignments be read PRIOR to class. Individually and in your own words, develop a bulleted one-page discussion guide of each chapter’s key concepts. Your summaries must include at least 3 outside resources that enhanced your understanding of each chapter. Along with your textbook, bring your bulleted discussion guide to each class for in-class discussions and activities. During class, you will respond to various scenarios, videos, lesson plans, and questions regarding the teaching of students with special needs in inclusive settings. You are expected to elaborate by sharing key understandings and outside resources (i.e. My Education Lab, IRIS Center, websites, videos, outside readings) that enhance understanding of each chapter’s key concepts.

   **Electronic and hard copy submission required.** Chapter summaries must be submitted with your inclusion guide, midterm and final exams.
2. **Inclusion Guide** *(50 points)*  
All assignments from the class should be incorporated into an electronic inclusion guide (i.e. Wiki, Blog or other acceptable electronic format).

- **PB Works Wiki** ([http://pbworks.com/](http://pbworks.com/))

The inclusion guide should be organized into the following sections:

- Bulleted chapter summaries and outside resources
- Special needs awareness
- Midterm exam
- Final exam
- Candidate Work Sample (CWS)
- Incorporate appropriate inclusion resources from class discussions, course materials and outside resources.

3. **Awareness Project** *(100 points)*:  
Individually and in collaboration with a small group, you will research and develop methods for promoting community, faculty, parent, and student awareness of students with special needs.

- **Individual Awareness Research** *(50 points)* - Individually, each group member will review resources (websites, articles, books) and review children's literature related to the topic. Each group member's reviews (with the exception of one key professional website) are not to be duplicated by other members of the group.

- **Group Pamphlet & Presentation** *(40 points)*  
The group is responsible for providing an organized and cohesive 15 – 20 minute interactive presentation. In addition, your group is to develop an awareness guide/pamphlet to be shared with the class.

- **Peer Evaluation** *(10 points)*  
Group and individual contributions will be evaluated by group members and work will be shared on the discussion board of OAKS. *All work must be properly cited. Electronic and hard copy submission required.*

4. **Candidate Work Sample (CWS)** *(100 points)*:  
In conjunction with Field II or III, develop a Candidate Work Sample outline with special emphasis on accommodations for students with special needs. A case study will be developed as part of this project. Research-based strategies must be incorporated throughout the project. You may also utilize ideas generated from collaboration with your grade level discussion team. *Details for the project will be provided in class. Electronic and hard copy submission required.*

- **CWS Part I** – Sections I – IIIA (unit outline)
- **CWS Part II** – Sections IIIA (lesson plan) – Annotated Bibliography

5. **Midterm & Final Examinations** *(100 points each)*:  
These exams will cover information related to all readings, guest speaker and student presentations, videos and course activities. Include chapter discussion guides with your midterm and final exams. *Electronic and hard copy submission required.*
6. **Bonus Category – (10 points)**

   Bonus points can be earned for the following:
   - Conference & Guest Speaker Presentations –
   - Volunteering with Special Needs Populations -

   In order to receive extra credit, submit a one page reflection by **April 12th**. Describe at least three significant things that you learned that will help you provide accommodations for students with the identified special need. Given the topic, identify some resources that will help teachers, parents, and students. Documentation of your attendance at the event must be provided.

   **Electronic and hard copy submission is required for all assignments, except the inclusion guide, by the assigned due dates. Late work will result in point reductions.**

<table>
<thead>
<tr>
<th>Grading and Attendance</th>
<th>Assignments/Points:</th>
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<tbody>
<tr>
<td></td>
<td>1) Attendance &amp; In-Class Participation – 25 points</td>
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<td></td>
<td>2) Inclusion Guide – 50 points</td>
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<td></td>
<td>3) Awareness Project – 100 points</td>
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<td>4) Candidate Work Sample – 100 points</td>
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<td>5) Midterm Exam = 100 points</td>
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<td>6) Final Exam = 100 points</td>
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<td>Total = 475 points</td>
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**ALL assignments must be submitted electronically on OAKS by 4:00 pm and hard copies must be submitted in class on the assigned dates.**

**GRADING SCALE:**

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<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
<td>4.0</td>
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<tr>
<td>B+</td>
<td>89 – 90%</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>86 – 88%</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>82 – 83%</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>79 – 81%</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69%</td>
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**Course Outline**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>January 11</td>
<td>Syllabus &amp; Assignments</td>
<td>Read Salend, Ch. 1</td>
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<td>Understanding Inclusion</td>
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<td>“Snapshots of Inclusion” Video</td>
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<tr>
<td>January 18</td>
<td>Understanding Inclusion &amp; Response to</td>
<td>Read Salend, Ch. 1 &amp; 2 (pages 43 – 62 – Special</td>
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<td>Intervention (RtI)</td>
<td>Education Referral Process &amp; RtI)</td>
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<td></td>
<td>Select Awareness Activity Topics</td>
<td>Complete MyEdLab related to Inclusion and IRIS</td>
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<td></td>
<td>Center Module, Response to Intervention (RtI) Overview</td>
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<tr>
<td><strong>January 25</strong></td>
<td>Creating Collaborative Relationships and Fostering Communication &amp; Creating an Environment that Fosters Acceptance and Friendship</td>
<td>Read Salend, Ch. 4 &amp; 5 Complete MyEdLab and IRIS Center Modules related to Collaboration &amp; Awareness</td>
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<tr>
<td><strong>February 1</strong></td>
<td>Understanding the Diverse Educational Needs of Students with Disabilities Awareness Presentation Preparation</td>
<td>Read Salend, Ch. 2 (pages 62 – 96 – High and Low Incidence Disabilities &amp; Gifted Learners Complete MyEdLab and IRIS Center Modules related to Students with Disabilities. Bring awareness materials. <strong>CWS Section I: Unit Topic or Title Identified</strong> Electronic Portfolio Template - Send invite to instructor.</td>
</tr>
<tr>
<td><strong>February 8</strong></td>
<td>Understanding the Diverse Educational Needs of Students with Disabilities Planning Instruction by Analyzing Classroom &amp; Student Needs Candidate Work Sample Description <strong>High Incidence Awareness Presentations</strong></td>
<td>Read Salend Ch. 2 &amp; Friend, Ch. 1 Complete MyEdLab and IRIS Center Modules related to Students with Disabilities. &amp; Planning Instruction for Students with Special Needs. Bring awareness materials. <strong>Submit Awareness Activity Individual Research &amp; Group Pamphlet. Hard copy and electronic submission by each group member on OAKS and electronic portfolio.</strong></td>
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<tr>
<td><strong>February 15</strong></td>
<td>Understanding the Diverse Educational Needs of Learners Who Challenge Schools <strong>Low Incidence Awareness Presentations</strong></td>
<td>Read Salend Ch. 3 Complete MyEdLab and IRIS Center Modules related to Students with Other Special Needs. CWS Section II: Contextual Factors Draft</td>
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<tr>
<td><strong>February 22</strong></td>
<td>Understanding the Diverse Educational Needs of Learners Who Challenge Schools <strong>Other Special Needs Awareness Presentations</strong></td>
<td>Read Salend Ch. 3 CWS Section II - Case study description and analysis draft.</td>
</tr>
<tr>
<td><strong>March 1</strong></td>
<td>Understanding the Diverse Educational Needs of Learners Who Challenge Schools <strong>Take Home Midterm Exam Due</strong></td>
<td>Read Salend Ch. 3 Complete MyEdLab and IRIS Center Modules related to classroom environments and behavior.</td>
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<td><strong>March 8</strong></td>
<td>Spring Break</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Assignments</td>
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<td>March 16</td>
<td>Creating an Environment that Promotes Positive Behavior</td>
<td>Read Salend, Ch. 7</td>
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<td>March 23</td>
<td>Differentiating Instruction for Diverse Learners &amp; Differentiating Instruction</td>
<td>Read Salend, Ch. 8; Friend, Ch. 2; Tomlinson, Ch 1 – 5</td>
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<tr>
<td>March 30</td>
<td>Differentiating Large and Small Group Instruction</td>
<td>Read Salend Ch. 9 &amp; 10 &amp; Tomlinson, Ch 6 – 10</td>
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<td>March 30</td>
<td>Differentiating Reading, Writing, and Spelling Instruction</td>
<td>Complete MyEdLab and IRIS Center Modules related to differentiated instruction.</td>
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<td>March 30</td>
<td>ASCD Video Series</td>
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<td>March 30</td>
<td>CWS Peer Editing</td>
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<tr>
<td>April 5</td>
<td>Differentiating Reading, Writing, and Spelling Instruction</td>
<td>Read Salend Ch. 10</td>
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<tr>
<td>April 5</td>
<td>ASCD Video Series</td>
<td>Complete MyEdLab and IRIS Center Modules related to differentiated instruction in literacy.</td>
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<tr>
<td>April 5</td>
<td>Recording for the Blind and Dyslexic (RFB&amp;D) Learning through Listening Support Center Presentations – Dr. Mike Skinner</td>
<td>CWS Peer Editing</td>
</tr>
<tr>
<td>April 12</td>
<td>Differentiating Mathematics, Science and Social Studies Instruction</td>
<td>Due - Submit CWS Part I Final Copy (Sections I, II &amp; III A) Hard copy and electronic submission on OAKS and electronic portfolio.</td>
</tr>
<tr>
<td>April 19</td>
<td>Last Class - Share Inclusion Guides</td>
<td>Read Salend Ch. 6 &amp; 12</td>
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<tr>
<td>April 19</td>
<td>Creating Successful Transitions to Inclusive Settings &amp; Evaluating Student Progress and the Effectiveness of Your Inclusion Program</td>
<td>Complete MyEdLab and IRIS Center Modules related to transitions and inclusion program evaluation.</td>
</tr>
<tr>
<td>April 19</td>
<td>Video – “The Miller Twins: Normal for Us”</td>
<td>Due: Submit Final CWS - including Part I (Resubmit the graded section with my feedback. Significant point deductions will occur if this section is not resubmitted,) &amp; Part II. Hard copy and electronic submission on OAKS and electronic portfolio.</td>
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<td>Guest Speaker – Mr. Christopher Swetckie, principal of St. James-Santee Elementary</td>
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<tr>
<td>Tuesday,</td>
<td>Present Inclusion Guides and Share Final Exams</td>
<td>Inclusion Guide &amp; Final Exam Due</td>
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</table>
**Awareness Project**
Individually and in collaboration with a small group, develop methods and compile an awareness guide/pamphlet for promoting community, faculty, parent, and student awareness of students with special needs. The group is responsible for providing an organized and cohesive 10 - 15 minute presentation and activity which involves the entire class. *All work must be properly cited.*

**Part I) Awareness Individual Research**
*Important –* This portion of the project is to be done and submitted independently from your group. Each member of the group must conduct his or her own research. The research should not be duplicated by members in the group. The information obtained should be used to assist the group in devising the group presentation and group pamphlet. Individual contributions to the group project should be easily identifiable. It is suggested that each group member be responsible for a specific section of the guide/pamphlet.

- **Website Reviews** – Analyze and briefly review 10 parent, student, or professional websites, books, or articles related to your awareness topic. Clearly explain how each website could be useful to either parents, children, or classroom teachers. *(Provide copies of your reviews to your classmates on the OAKS discussion board.)*

- **Children's Literature Reviews** – Read and briefly summarize ten (10) children’s (picture) books or approved chapter books (every 25 pages of a chapter book will equal one picture book). If books on your topic are not available, you may review some books related to other special needs areas. *Note: Obtaining reviews off the internet or other sources is unacceptable and violates the College’s policy on plagiarism. (Provide copies of your reviews to your classmates on the OAKS discussion board.)*

In addition to the text, you may want to start your research with resources available on OAKS under Awareness Project and Special Needs Resources.

**Part 2) Awareness Group Work (Group Responsibility)**
*Important – This portion of the project is to be done collaboratively with your group.*

- **Awareness Guide or Pamphlet** - As a group, create a guide/pamphlet which summarizes the project and provides information about the topic. The guide should be posted to the discussion board and a hard copy provided to the instructor.

**Awareness Guide/Pamphlet Components:**
- **Condition Description** – Provide a definition or description of the special needs condition.

- **Obtaining Assistance** – Describe both local, state, and national referral procedures or ways to seek assistance.

- **Condition Characteristics** – List typical characteristics of the condition.

- **Accommodations** – Provide suggestions for support within the regular classroom and throughout the school.

- **Professional Support Services** - List specific professionals and the services that they may be able to provide to assist students, families, and teachers.

- **Presentation (Group)**
For your presentation, identify your audience (i.e. students, parents, peers, teachers) and tailor your presentation accordingly. Be very careful that your presentation does not
inadvertently promote stereotypes. Your presentation should be as engaging as possible where you involve the entire class. As with good teaching, make sure that your participants are gaining the understanding that you expect. Also, you are encouraged to use available technology (i.e. Smart Board, Elmo, PowerPoint, video clips, etc.) within the classroom. Each group member’s involvement and contribution will be evaluated by his or her peers and the instructor. Assigned presentation dates must be adhered to for full credit on this assignment. No make up days will be provided. You are responsible for all material presented in class on tests and the final exam.

**Suggested activities:**
Interviews with parents, teachers, administrators
Videos
Role Plays
Simulations
Case Studies
Integration of local resources
Incorporation of individual research (i.e. children’s books, websites).

- **Peer Evaluation & Discussion Board Posting** - Group and individual contributions will be evaluated by group members and work will be shared on the discussion board of OAKS. *All work must be properly cited.* **Final grading for the project will occur upon submission of all components.**
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<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Contributions</td>
<td>Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.</td>
<td>Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!</td>
<td>Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.</td>
<td>Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.</td>
</tr>
<tr>
<td>Quality of Work</td>
<td>Provides work of the highest quality.</td>
<td>Provides high quality work.</td>
<td>Provides work that occasionally needs to be checked/redone by other group members to ensure quality.</td>
<td>Provides work that usually needs to be checked/redone by others to ensure quality.</td>
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<td>Attitude</td>
<td>Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).</td>
<td>Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).</td>
<td>Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).</td>
<td>Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).</td>
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<tr>
<td>Focus on the task</td>
<td>Consistently stays focused on the task and what needs to be done. Very self-directed.</td>
<td>Focuses on the task and what needs to be done most of the time. Other group members can count on this person.</td>
<td>Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.</td>
<td>Rarely focuses on the task and what needs to be done. Lets others do the work.</td>
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<tr>
<td>Time-management</td>
<td>Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.</td>
<td>Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.</td>
<td>Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.</td>
<td>Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.</td>
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<td>Working with Others</td>
<td>Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.</td>
<td>Usually listens to, shares with, and supports the efforts of others. Does not cause &quot;waves&quot; in the group.</td>
<td>Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.</td>
<td>Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.</td>
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</table>
Using the preceding rubric, evaluate your contribution and each group member’s contribution to the Awareness Project. Please assign a score of 4, 3, 2, or 1 for each team member in each category.

<table>
<thead>
<tr>
<th>Team Members Names (include yourself)</th>
<th>Contributions</th>
<th>Quality of Work</th>
<th>Attitude</th>
<th>Focus on Task</th>
<th>Time Management</th>
<th>Working with Others</th>
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Comments: Please share any additional information on this project and your experience completing it. In addition, write a description of how each member of your group worked together. Make sure you include a description of each group member’s participation in meetings and a summary of what each group member contributed to the project. This form must be submitted prior to receiving a grade for the project.
Awareness Presentation Checklist

Name: _____________________   Grade: _________/100 points________

Grading Checklist:

Group Component:                  Total Group points - ______/ 40 points

- **40 points** The group provided an organized and cohesive presentation and pamphlet. Presentation and pamphlet (e.g. Condition Description, Obtaining Assistance, Condition Characteristics, Accommodations, and Professional Support Services) include all necessary components to effectively promote awareness of the special needs population identified. Unique and thought-provoking strategies were utilized to increase the audience’s understanding. A positive peer rating was provided. Attended and fully participated in all groups’ awareness presentations. Awareness work posted on the discussion board.

  - **30 points** - Presentation is lacking one or two necessary components to effectively promote awareness of the special needs population identified. Other methods could have been utilized in order to promote greater understanding and acceptance of the audience. An average peer rating was provided. Attended one of the two days of awareness presentations.

  - **20 points** - Presentation is lacking more than two necessary components to effectively promote awareness of the special needs population identified. Other methods could have been utilized in order to promote greater understanding and acceptance of the audience. A weak peer rating was provided.

Individual Contribution Individually points - ______/ 60 points

**Special Education Websites:**

- (25 points) A thorough review and analysis of 10 special education websites or other community resources.
- (15 points) Website reviews lack one or two necessary components.
- (0 points) Website reviews were not submitted.

**Children’s Literature Review**

- (25 points) A brief synopsis of 10 children’s books which could be used to address special needs topics with children. Each review summarizes the book and provides suggestions for its use with children.
- (15 points) Book reviews lack one or two necessary components.
- (0 points) Book reviews were not submitted.

**Self-Evaluation and Peer Rating** – a detailed account of personal and group member’s involvement on the project is submitted.

- (10 points) Self-evaluation and peer evaluation submitted.
- (0 points) Self-evaluation and peer evaluation not submitted.
TT2: Candidate Work Sample

Teacher’s Name _____________________ Grade Level __________________

School ___________________________ Year __________________________

CWS Section I: Unit Topic or Title (from the long-range plan (LRP), key element 1.C) The unit (i.e., a set of integrated lessons designed to accomplish learning objectives related to a curricular theme, a particular area of knowledge, or a general skill or process) is drawn from the long-range plan.

CWS Section II: Contextual Factors

(Based upon your field placement and your selected case study student, describe how you would ideally address contextual factors to meet the needs of your students, including your case study student.)

A. Classroom description – Considering overall expectations (e.g., national, state and local standards) for your grade, describe relevant student characteristics and other factors related to the community, district, school, classroom, or the students that are likely to impact instruction and/or overall student learning with regard to the selected instructional unit.

B. (Step 1 (I)- Identify Overall Classroom Demands

Classroom Organization (UDL Principles 1, 3, 4, 7, 8, 9)

- Physical arrangement of desks, learning centers, computers, book shelves, wall decorations, bulletin boards and lighting.
- Classroom routines and procedures for academic and nonacademic tasks
- Classroom climate, or attitudes towards individual differences
- Behavior management, such as classroom rules and monitoring
- The use of time for instructional and noninstructional activities

Classroom Grouping (UDL Principles 8, 9)

- Whole groups
- Small groups (types)
- Individual instruction
- Peer groups

Instructional Materials (UDL Principles 1, 6, 7)

- Textbooks
- Manipulatives
- Models
- Technology

Instructional Methods (UDL Principles 1, 2, 3, 4, 5, 6)

- Direct Instruction
- Indirect instruction
- Scaffolding
- Independent practice
- Homework
Student Evaluation (UDL Principles 1, 3)

- Testing
- Grading
- Performance-based assessment
- Portfolio

C. Case study student description

In a paragraph, describe your case study student. Then go through Steps 2 – 4 of INCLUDE to analyze the student’s anticipated strengths and weaknesses. Include a description of the ways in which each of these factors will be taken into consideration during unit planning and instruction. Use steps 2 – 4 of the INCLUDE strategy within this section.

a. Step 2 (N) – Note Strengths:& Needs of each Student (UDL Principles 1 – 7)

- Academics – basic skills, cognitive and learning strategies, & survival skills.
- Social-emotional development – interpersonal skills & coping skills
- Physical development – vision, hearing, motor & neurological functioning.

b. Step 3 (C) – Check for Potential Successes of each Student (UDL Principles 1 – 7)

- Analyze student’s strengths in view of classroom demands, noted in Step 1.
- Check for activities or tasks student can do successfully

c. Step 4 (L) – Look for Potential Problems (Mismatches) (UDL Principles 1 – 7)

D. Add a classroom map depicting an ideal learning environment for your students.

(This can be drawn by hand or using an on-line tool.)

http://classroom.4teachers.org/
A. **Unit outline**

Make a detailed outline of the instructional unit using the table below. Identify unit objectives and their correlated standards or expectations.

<table>
<thead>
<tr>
<th>Unit Objectives</th>
<th>Correlated Standards/Expectations</th>
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</thead>
<tbody>
<tr>
<td>(Key element 2.A)</td>
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<tr>
<td>1.</td>
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</table>
CWS PART II

One Lesson Plan - Considering the objectives above and lessons you would plan for this unit, develop **at least one detailed lesson plan** which includes substantial accommodations using steps 5 – 7 of the INCLUDE strategy and the student described in your case study.

Step 5 (U) – Use Information to Brainstorm Adaptations
(Cite appropriate and comprehensive adaptations from the professional literature for your case study student.) (UDL Principles 1 – 7)

**Accommodations**
- By-pass strategies
- Classroom teaching & organization
- Intensive instruction on basic skills and/or learning strategies

**Modifications**
- Typically used for students with severe behavioral and/or cognitive challenges
- Curricular expectations of general education are inappropriate
- Simplifying content inappropriately can lead to watered down curriculum

Step 6 (D) - Decide upon Adaptations
(UDL Principles 1 – 7)
- Select age-appropriate adaptations
- Select the easiest accommodations first
- Select adaptations you agree with
- Select adaptations with demonstrated effectiveness
(Cite appropriate sources)

Step 7 (E) - Evaluate (case study) student progress
(UDL Principles 1 – 7)
- Explain how you will track or assess strategy effectiveness (not the same as step 1)

B. CWS Section III, Part B (key elements 3.A and 3.C):

Unit Assessment
For this assignment, provide a written description of how you will pre and post assess the entire unit. Describe any necessary accommodations that will be needed for your case study student. (During your internship, you will complete the table in the grayed out section below.)
CWS Section III, Part D (key elements 2.B):
Describe the key instructional activities, strategies, materials, and resources (including instructional technology), and indicate the lesson objectives (numbered according to the order in which they are listed in CWS Section III, Part A) that are addressed.

<table>
<thead>
<tr>
<th>Activities/Strategies/Materials/Resources (Key element 2.B)</th>
<th>Unit Objective Number(s)</th>
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Annotated Bibliography and APA Reference Page
- Cite at least 10 professional references (i.e. scholarly, refereed journals, textbooks, and approved professional websites).
- Write a one paragraph summary of each source.
- Use APA style to cite your sources within the text and on the reference page.
CWS Section III, Part C (key element 3.B): (moved from above)

After administering the pre-assessment(s), analyze student performance relative to the lesson objectives. Attach one or more clearly labeled tables, graphs, or charts that depict the results of the pre-assessment(s) in a format that allows you to find patterns of student performance relative to each objective. Summarize the results of the pre-assessment(s) and describe the implications of these results on instruction (or describe how you can display your results).

This part of the CWS includes the planned assessments (pre-, post-, and other) that will be used to measure student progress and achievement. This section also includes descriptions of any necessary accommodations as well as the evaluation criteria for each student assessment. The (teacher) evaluation criteria for this part of the CWS are found in key elements 3.A. and 3.C.

<table>
<thead>
<tr>
<th>Assessments (Key element 3.A)</th>
<th>Accommodations (Key element 3.A)</th>
<th>Evaluation Criteria (Key element 3.C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Objective 1: Pre-Assessment(s)</td>
<td></td>
<td></td>
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<tr>
<td>Unit Objective 1: Post-Assessment(s)</td>
<td></td>
<td></td>
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<tr>
<td>Unit Objective 1: Other Assessment(s)</td>
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<td></td>
</tr>
<tr>
<td>Unit Objective 2: Pre-Assessment(s)</td>
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<td></td>
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<tr>
<td>Unit Objective 2: Post-Assessment(s)</td>
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<tr>
<td>Unit Objective 2: Other Assessment(s)</td>
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</table>

CWS Section IV: Analysis of Student Learning (Key elements 3.B and 3.C)

Once you have completed the unit, analyze all of your assessments and determine your students’ progress relative to the unit objectives. Attach clearly labeled tables, graphs, or charts that depict student performance for the entire class, for one selected subgroup, and for at least two individual students. For each visual representation, provide a descriptive narrative that summarizes your analysis of student progress and achievement. Finally, explain the ways in which you have assigned student grades (or other indicators of student performance), and include a description of the ways in which these results have been recorded as well as how and to whom they have been reported.

CWS Section V: Reflection and Self-Assessment (Key elements 3.B and 2.C)

Reflect on and describe the relationship between your students’ progress and achievement and your teaching performance. If you were to teach this unit again to the same group of students, what, if anything, would you do differently, and why?
# Part I  Candidate Work Sample Components

## CWS Section I: Unit Topic or Title

appropriate for grade level & standards  

### Section II Contextual Factors

Steps 1 - 4 of the INCLUDE strategy are appropriately applied based upon the professional literature and the needs of the class and the selected case study student.

CWS Section II: Contextual Factors

Areas addressed:

1. **Step 1 (I) - Identify Overall Classroom Demands** (5 points)
2. **Case Study Student Description** (15 points)
   - **Step 2 (N) – Note Case Study Student’s Strengths;& Needs**
   - **Step 3 (C) - Check for Potential Case Study Student Success Step 4 (L) – Look for Potential Problems (Mismatches)**
3. **Classroom map** - (5 points)

## CWS Section III: Unit Plan

Part A - Unit outline –with related and appropriate objectives for the grade level and standards.

### Part II

B. One Lesson Plan (evaluated below)
C. Unit Plan Assessment – appropriate based upon the needs of the class and the case study student.
D. Activities/Strategies/Materials/Resources – appropriate based upon the needs of the class and the case study student.

### INCLUDE Strategy Application

Appropriate application of each step based upon the professional literature and the needs of the selected case study student.

<table>
<thead>
<tr>
<th>INCLUDE strategy is applied with exceptional skill and insight:</th>
<th>INCLUDE strategy is accurately and appropriately applied.</th>
<th>INCLUDE strategy is applied in a superficial or incorrect manner.</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 - 15 points</td>
<td>10 - 12 points</td>
<td>0 – 9 points</td>
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</table>

### Detailed Lesson Plan

(with clear evidence of accommodations for the identified case study student) (Steps 5 – 7 of INCLUDE based upon the professional literature.)

#### APS 2: Short Range Planning

Develops objectives that facilitate student achievement of appropriate standards and learning development goals

Selects content which is appropriate for the ability and developmental levels of students

Plans instructional strategies which are matched to the needs of students

Selects resources and technologies which present content in a variety of strategies

Plans instructional strategies that will promote both independent and collaborative learning

Plans for efficient transitions from activity to activity

Plans appropriate introduction and summary to each lesson and unit

#### APS 3: Planning Assessments and Using Data

Develops/Selects a variety of appropriate assessments

Plans for assessments that actually measure objectives and material presented

Establishes appropriate criteria and assessment weightings for determining student progress and achievement

### Annotated Bibliography

10 scholarly resources with clear, concise descriptions correctly cited using APA style. (2 points each)
1. **GRADING SCALE:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Range</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>91 – 92%</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>89 – 90%</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>86 – 88%</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>84 – 85%</td>
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<tr>
<td>C+</td>
<td>82 – 83%</td>
<td>2.3</td>
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<td>C</td>
<td>79 – 81%</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>77 – 78%</td>
<td>1.7</td>
</tr>
<tr>
<td>D+**</td>
<td>75 – 76%</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>72 – 74%</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>70 – 71%</td>
<td>0.7</td>
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<tr>
<td>F</td>
<td>0 – 69%</td>
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** A grade of 76 or below is considered a failing grade for all graduate courses. No D’s are given in graduate classes.

2. **PROFESSIONAL BEHAVIOR/DISPOSITIONS:** Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behaviors consistent with the following dispositions:

- The belief that all students can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.
- A commitment to inquiry, reflection, and self-assessment.
- Value of responsible, collaborative, and cooperative work.
- Sensitivity to community and cultural context.
- Fair, responsible and ethical practice.

3. **ATTENDANCE:** Class attendance and punctuality are expected professional behaviors. Students are responsible for meeting the specific attendance requirements as outlined in the syllabus for each course. A student may receive a “WA/F” for excessive absences, based on the class attendance requirements specified in the syllabus.

4. **MAKE-UP EXAMINATIONS AND QUIZZES:** If a quiz or examination (other than the final examination) was missed for a legitimate reason, as determined by the professor, the professor has the discretion to administer a make-up examination. It is the responsibility of the student to make arrangements for the make-up.

5. **DUE DATES:** Due dates for course assignments, as well as scheduled quizzes and exams, are listed in the syllabus. Any changes will be announced in class. Consequences related to late materials are determined by the professor.

6. **FINAL EXAMS:** The final exam for each course (which may be in the form of an examination, performance, or project) will only take place during the period scheduled for the final exam for that course. (Undergraduate students who have more than two final exams scheduled on the same day may arrange for an alternate time for one final exam through the Office of Undergraduate Academic Services.) Graduate students have their own schedule and they need to go through the Graduate Dean for changes.
Applies to all EDEE and EDFS courses and all PEHD teacher education courses above the 200 level. Revised and approved by EHHP faculty 3/31/06

7. PAPERS: Papers will be word processed using the style of the Publication Manual of the American Psychological Association (most current edition).

8. HONOR SYSTEM: All courses in the School of Education, Health, and Human Performance are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of “XF” for the course.

9. ADA ACCOMMODATIONS: In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed.

MISSION

The mission of the School of Education, Health, and Human Performance at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who can MAKE THE TEACHING - LEARNING CONNECTION through:

- Understanding and valuing the learner;
- Knowing what and how to teach and assess and how to create an environment in which learning occurs;
- Understanding ourselves as professionals.

MAKE THE TEACHING AND LEARNING CONNECTION

The mission is further defined through elements of teacher competency that organize standards of effective teaching.

Element of Teacher Competency 1: Understand and value the learner

Element of Teacher Competency 2: Know what and how to teach and assess and how to create an environment in which learning occurs.

Element of Teacher Competency 3: Understand oneself as a professional

Element of Teacher Competency 4: Participate in informed personal and shared decision making that has as its
focus the enhancement of schooling and the profession
Standard V: Communicate effectively with students, parents, colleagues, and the community
Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society

College of Charleston
School of Education, Health, and Human Performance
Charleston, South Carolina 29424
ehhp.cofc.edu
<table>
<thead>
<tr>
<th>CATEGORY</th>
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<tr>
<td>Contributions</td>
<td>Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.</td>
<td>Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!</td>
<td>Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.</td>
<td>Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.</td>
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<tr>
<td>Quality of Work</td>
<td>Provides work of the highest quality.</td>
<td>Provides high quality work.</td>
<td>Provides work that occasionally needs to be checked/redone by other group members to ensure quality.</td>
<td>Provides work that usually needs to be checked/redone by others to ensure quality.</td>
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<td>Attitude</td>
<td>Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).</td>
<td>Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).</td>
<td>Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).</td>
<td>Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).</td>
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<td>Focus on the task</td>
<td>Consistently stays focused on the task and what needs to be done. Very self-directed.</td>
<td>Focuses on the task and what needs to be done most of the time. Other group members can count on this person.</td>
<td>Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.</td>
<td>Rarely focuses on the task and what needs to be done. Lets others do the work.</td>
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<tr>
<td>Time-management</td>
<td>Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.</td>
<td>Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.</td>
<td>Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.</td>
<td>Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.</td>
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<tr>
<td>Working with Others</td>
<td>Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.</td>
<td>Usually listens to, shares with, and supports the efforts of others. Does not cause &quot;waves&quot; in the group.</td>
<td>Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.</td>
<td>Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.</td>
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</table>
Using the preceding rubric, evaluate your contribution and each group member’s contribution to the discussion and sharing of resources of each chapter. Also, evaluate each group member’s contribution to peer editing of each other’s CWS projects. Please assign a score of 4, 3, 2, or 1 for each team member in each category.

<table>
<thead>
<tr>
<th>Team Members Names (include yourself)</th>
<th>Contributions</th>
<th>Quality of Work</th>
<th>Attitude</th>
<th>Focus on Task</th>
<th>Time Management</th>
<th>Working with Others</th>
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Comments: Please share any additional information regarding you’re the collaborative experience with your grade level team. Provide specific information about each group member’s contributions to chapter discussions, sharing of resources, and assistance with peer editing of each other’s CWS projects. *This form must be submitted prior to receiving a grade for the in-class participation.*