

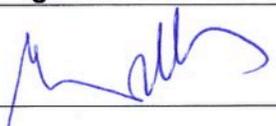
INQUIRY II COMPLETION LOG

Inquiry II – Backwards Planning and Individualized Instruction	Verified by:
Continuum of Teaching Practice (CSTP 1 & 3) gu Entry Level Assessment (highlighted) gu Final Assessment (updated)	gu
Individual Induction Plan and Action Plan (completed)	gu
Focus Student Selection – A student who is an English Language Learner	gu
Student Work Analysis	gu
Lesson Plan— <i>for lesson observation</i>	gu
Observation of a Colleague	gu
Candidate Pedagogy Track Signature Assignment (ASD, EBD, PBS, C&I)	gu
Observation Cycle	gu
Instructional Unit (completed in Advanced Foundations & Methods of English Language Literacy Development and Content Instruction)	gu
End-of-Inquiry II Reflection and Evidence	gu

Candidate Name: **Brian Cassels**

SP Name: **George Woods**

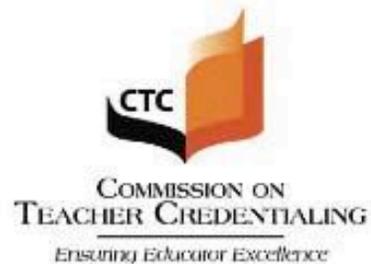
Candidate Signature: 

SP Signature: 

Date: **March 28, 2017**

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Continuum of Teaching Practice



Introduction

Context and History

California Standards for the Teaching Profession

The *California Standards for the Teaching Profession (CSTP)* are intended to provide common language and a vision of the scope and complexity of the profession. They define a vision of teaching as well as professional roles and responsibilities from pre-service teacher to experienced practitioner. The standards are not set forth as regulations to control the specific actions of teachers, but rather to guide teachers as they develop, refine, and extend their practice.

The current version of the *CSTP* (2009) has been developed to respond to changes in the context for teaching and learning in California over the past decade and to address the pressing needs of an increasingly diverse P–12 student population. Particular attention has been paid to revising language related to student learning, assessment practices, and equitable pedagogy designed to address English learners and students with diverse learning needs. This updated version of the *CSTP* also looks forward to the future of teaching and learning in the 21st century where traditional classrooms and contexts are likely to be transformed through innovative technologies and globalized connections. The *CSTP* continue to set forth a vision for the teaching profession—one that is sustainable, engaging, and fulfilling for teachers in all stages of their careers.

Continuum of Teaching Practice

California's *Continuum of Teaching Practice* is based on foundational work of the California Commission on Teacher Credentialing (CCTC), the California Department of Education (CDE) and the New Teacher Center (NTC) over the past 15 years. The 2010 *Continuum of Teaching Practice* is aligned with the *CSTP*, builds on California's pre-service Teaching Performance Expectations and sets forth a description of teaching that respects the diverse ways teachers pursue excellence in teaching and learning.

The *Continuum of Teaching Practice* is a tool for self-reflection, goal setting, and inquiry into practice. It provides common language about teaching and learning and can be used to promote professional growth within an environment of collegial support. Self-assessment data can support teachers in making informed decisions about their ongoing development as professionals. District and induction program leaders can use teacher assessment data to guide, support and accelerate professional growth focused on student achievement.

Since 1992, Beginning Teacher Support and Assessment (BTSA) Induction Programs in CA have been using formative assessment to support and inform teachers about their professional practice as they reflect and improve upon their teaching as part of a continuous improvement cycle. Formative assessment promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning and is characterized by an inquiry cycle guiding teachers to Analyze Data and Reflect—Plan Instruction—Teach and Assess.

A formative assessment system has three essential components: standards, criteria and evidence of practice. Standards refer to the

California Standards for the Teaching Profession (CSTP) and are in alignment with the P–12 academic content standards. Criteria refer to indicators of teaching practice. Evidence of practice includes multiple sources such as lesson plans, observation data, and student work analyses and is used to make valid self-assessments on the *Continuum of Teaching Practice*. The *Continuum of Teaching Practice* is one component of a comprehensive formative assessment system for teachers, based on the *California Standards for the Teaching Profession (CSTP)*.

The *Continuum of Teaching Practice* is aligned to the 2009 *California Standards for the Teaching Profession (CSTP)*:

- Engaging and Supporting All Students in Learning
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- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Students for Learning
- Developing as a Professional Educator

The *Continuum of Teaching Practice* is appropriately used with data collected over time and is not appropriate for use with evidence collected on a single occasion. While the *Continuum of Teaching Practice* may be used to assist teachers in setting professional goals and/or launching a cycle of inquiry, the *Continuum* is not designed for use as a stand-alone observation or evaluation instrument.

Rationale and Use

The *Continuum of Teaching Practice* was developed to:

- Delineate the diversity of knowledge and skills needed to meet the varied and evolving needs of students
- Support the reflective practice and ongoing learning of teachers
- Support an ongoing process of formative assessment of a teacher's practice based on standards, criteria and evidence
- Set short or long-term goals for professional development over time
- Describe teaching practice and development throughout a teacher's career
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The levels do not represent a chronological sequence in a teacher's growth, but each row describes developmental levels of performance. The levels become increasingly complex and sophisticated and integrate the skills of previous levels.

In the first column, under the language of each element, is a space to record evidence of practice as related to that *CSTP* element. Teachers reflect and describe practice in terms of evidence prior to self-assessing in order to make valid and accurate assessments.

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Standard 1 CSTP: Engaging and Supporting All Students in Learning - Education Specialist Pilot CSTP edits included

Element 1.1 – Using knowledge of students to engage them in learning

Read through the indicators for CSTP 1. Highlight the areas on the continuum that currently describe your teaching practice. You will return to this document at the end of your inquiry to assess your growth over time and provide evidence of that growth.

	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	Learns about students through data provided by the school and/or through district assessments.	Exploring Gathers additional data to learn about individual students.	Uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs.	Uses data from multiple sources to make adjustments to instruction and meet individual identified learning needs.	Uses comprehensive knowledge of students to make ongoing adjustments and accommodations in instruction.
STUDENT	Some students may engage in learning using instructional strategies focused on the class as a whole.	Students engage in single lessons or sequence of lessons that include some adjustments based on assessments.	Students engage in learning through the use of adjustments in instruction to meet their needs.	Students actively utilize a variety of instructional strategies and technologies in learning that ensure equitable access to the curriculum.	Students take ownership of their learning by choosing from a wide range of methods to further their learning that are responsive to their diverse learning needs.

Evidence:

Initial: January 29, 2017

Standard 1 CSTP: Engaging and Supporting All Students in Learning - Education Specialist Pilot CSTP edits included

Element 1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests

	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	Develops awareness of prior knowledge, culture, backgrounds, life experience, and interests represented among students.	Uses gathered information about students’ prior knowledge, cultural backgrounds, life experiences, and interests to support student learning.	Uses school resources and family contacts to expand understanding of students’ prior knowledge, cultural backgrounds, life experiences, and interests to connect to student learning.	Integrates broad knowledge of students and their communities to inform instruction.	Develops and systematically uses extensive information regarding students’ cultural backgrounds, prior knowledge, life experiences, and interests.
STUDENT	Some students connect learning activities to their own lives	Students participate in single lessons or sequence of lessons related to their interests and experiences	Students make connections between curriculum and their prior knowledge, backgrounds, life experiences, and interests.	Students are actively engaged in curriculum that relates their prior knowledge, experiences, and interests within and across learning activities.	Students can articulate the relevance and impact of lessons on their lives and society.

Evidence:
Initial: January 29, 2017

Standard 1 CSTP: Engaging and Supporting All Students in Learning - Education Specialist Pilot CSTP edits included

Element 1.3 Connecting subject matter to meaning, real-life contexts

	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	Uses real-life connections during instruction as identified in curriculum.	Explores using additional real-life connections to subject matter in single lessons or sequence of lessons to support student understanding.	Includes connections from subject matter to meaningful, real-life contexts, including those specific to students' family and community.	Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive during instruction to engage students in relating to subject matter.	Engages students in actively making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction.
STUDENT	Some students relate subject matter to real-life.	Students make use of real-life connections provided in single lessons or sequence of lessons to support understanding of subject matter.	Students utilize real-life connections regularly to develop understandings of subject matter.	Students actively engage in making and using real-life connections to subject matter to extend their understanding.	Students routinely integrate subject matter into their own thinking and make relevant applications of subject matter during learning activities.

Evidence:
Initial: January 29, 2017

Standard 1 CSTP: Engaging and Supporting All Students in Learning - Education Specialist Pilot CSTP edits included

Element 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs

	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	Uses instructional strategies, resources, and technologies as provided by school and/or district.	Explores additional instructional strategies, resources, and technologies in single lessons or sequence of lessons to meet students' diverse learning needs.	Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students' diverse learning needs.	Creates, adapts, and integrates a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs.	Refines the flexible use of an extensive repertoire of strategies, resources, and technologies to meet students' diverse learning needs.
STUDENT	Some students participate in instructional strategies, using resources and technologies provided.	Students participate in single lessons or sequence of lessons related to their interests and experiences	Students participate in instruction using strategies, resources, and technologies matched to their learning needs.	Students actively engage in instruction and make use of a variety of targeted strategies, resources, and technologies to meet their individual learning needs.	Students take responsibility for using a wide range of strategies, resources, and technologies that successfully advance their learning.

Evidence:

Initial: January 29, 2017

Standard 1 CSTP: Engaging and Supporting All Students in Learning - Education Specialist Pilot CSTP edits included

Element 1.5 Promoting Critical thinking through inquiry, problem solving, and reflection

	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	Asks questions that focus on factual knowledge and comprehension.	Includes questions in single lessons or a sequence of lessons that require students to recall, interpret, and think critically.	Guide students to think critically through use of questioning strategies, posing/solving problems, and reflection on issues in content.	Supports students to initiate critical thinking through independently developing questions, posing problems and reflecting on multiple perspectives.	Facilitates systematic opportunities for students to apply critical thinking by designing structured inquiries into complex problems.
STUDENT	Some students respond to questions regarding facts and comprehension.	Students respond to varied questions or tasks designed to promote comprehension and critical thinking in single lessons or a sequence of lessons.	Students respond to questions and problems posed by the teacher and begin to pose and solve problems of their own related to the content.	Students pose problems and construct questions of their own to support inquiries into content.	Students pose and answer a wide-range of complex questions and problems, reflect, and communicate understandings based on in depth analysis of content learning.

Evidence:
Initial: January 29, 2017

Standard 1 CSTP: Engaging and Supporting All Students in Learning - Education Specialist Pilot CSTP edits included

Element 1.6 Monitoring student learning and adjusting instruction while teaching

	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	Implements lessons following curriculum guidelines.	Seeks to clarify instructions and learning activities to support student understanding.	Makes ongoing adjustments to instruction based on observation of student engagement and regular checks for understanding.	Adjusts strategies during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge.	Makes adjustments to extend learning opportunities and provide assistance to students in mastering the content flexibly and effectively.
STUDENT	Some students receive individual assistance during instruction.	Students receive assistance individually or in small groups during instruction	Students successfully participate and stay engaged in learning activities.	Students are able to articulate their level of understanding and use teacher guidance to meet their needs during instruction.	Students monitor their progress in learning and provide information to teacher that informs adjustments in instruction.

Evidence:
Initial: January 29, 2017

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning - Education Specialist Pilot CSTP
 edits included

Element 3.1 Demonstrating knowledge of subject matter academic content standards

Read through the indicators for CSTP 3. Highlight the areas on the continuum that currently describe your teaching practice. You will return to this document at the end of your inquiry to assess your growth over time and provide evidence of that growth.

	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	Has foundational knowledge of subject matter, related academic language and academic content standards.	Examines concepts in subject matter and academic language, to identify connections between academic content standards and instruction.	Understands and explains the relationship between essential subject matter concepts, academic language, and academic content standards.	Uses broad knowledge of inter-relationships of concepts, academic content standards, and academic language, in ways that ensure clear connections and relevance to students.	Uses extensive knowledge of subject matter concepts, current issues, academic language, and research to make relevant connections to standards during instruction and extend student learning.

Evidence:
 Initial: January 29, 2017

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning - Education Specialist Pilot CSTP
 edits included

Element 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter

	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	<p>Has basic knowledge of student stages of development while becoming aware of differences in students' understanding of subject matter.</p> <p>Teaches subject-specific vocabulary following curriculum guidelines.</p>	<p>Expands knowledge of student development and implements learning activities in single lessons or sequence of lessons that address students' proficiencies and support understanding of subject matter including related academic language.</p> <p>Provides explicit teaching of essential content vocabulary and associated academic language in single lessons or sequence of lessons. Explains academic language, formats, and vocabulary to support student access to subject matter when confusions are identified.</p>	<p>Adapts instruction in response to knowledge of student development and proficiencies to meet students' diverse learning needs. Ensures understanding of subject matter including related academic language.</p> <p>Provides explicit teaching of essential vocabulary, idioms, key words with multiple meanings, and academic language in ways that engage students in accessing subject matter text or learning activities.</p>	<p>Integrates knowledge of range of students' development into instructional decisions to ensure student understanding of subject matter including related academic language.</p> <p>Provides explicit teaching of specific academic language, text structure, grammatical, and stylistic language features to ensure equitable access and subject matter understanding for the range of student language levels and abilities.</p>	<p>Utilizes comprehensive knowledge of students to guide all students to develop proficiencies, understand subject matter including related academic language.</p> <p>Engages students at all levels of vocabulary, academic language, and proficiency in self-directed goal setting, monitoring, and improvement. Guides all students in using analysis strategies that provides equitable access and deep understanding of subject matter.</p>

Evidence:

Initial: January 29, 2017

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning - Education Specialist Pilot CSTP
 edits included

Element 3.3 – Organizing curriculum to facilitate student understanding of the subject matter

	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	Follows organization of curriculum as provided by site and district to support student understanding and access of subject matter.	Examines organization of curriculum and considers adjustments in single lessons or sequence of lessons to support understanding and access of subject matter.	Uses knowledge of curriculum and student readiness to organize and adjust the curriculum to ensure student access and understanding.	Integrates knowledge of cross-disciplinary skills, curriculum and resources to organize and adjust instruction within and across subject matter to ensure student access and extend student understanding.	<p>Draws upon extensive knowledge of cross-disciplinary skills, curriculum and related resources to flexibly and effectively organize and adjust instruction.</p> <p>Ensures student access, comprehension and facilitates student articulation about what they do and don't understand.</p>

Evidence:
 Initial: January 29, 2017

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning - Education Specialist Pilot CSTP

edits included

Element 3.4 – Utilizing instructional strategies that are appropriate to the subject matter

	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	Uses instructional strategies that are provided in the curriculum.	Gathers and uses additional instructional strategies in single lessons or sequence of lessons to increase student understanding of academic language appropriate to subject matter.	Selects and adapts a variety of research-based effective practices and of instructional strategies to ensure student understanding of academic language appropriate to subject matter and that address students' diverse learning needs.	Integrates research-based effective practices and instructional strategies appropriate to subject matter to meet students' diverse learning, to ensure student understanding of academic language, and guide students in understanding connections within and across subject matter.	Draws upon an extensive repertoire of research-based effective practices and instructional strategies to develop enthusiasm, meta-cognitive abilities, and support and challenge the full range of students towards a deep knowledge of subject matter.

Evidence:

Initial: January 29, 2017

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning - Education Specialist Pilot CSTP

edits included

Element 3.5 – Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students

	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	<p>Uses available instructional materials, resources, and technologies for specific lessons to make subject matter accessible to students.</p> <p>Identifies technological resources needed.</p>	<p>Explores additional instructional materials, resources, and technologies to make subject matter accessible to students.</p> <p>Explores how to make technological resources available to all students.</p>	<p>Selects, adapts, and utilizes appropriate instructional materials, resources, and evidence-based instructional and assistive technologies for concept and skill development in subject matter. Resources reflect the diversity of the classroom and support differentiated learning of subject matter.</p> <p>Guides students to use available print, electronic, and online subject matter resources based on individual needs to access challenging content.</p>	<p>Integrates a wide range of adapted resources, evidence-based instructional and assistive technologies, and instructional materials to meet identified student needs and make subject matter accessible to students.</p> <p>Assists students with equitable access to materials, resources, and technologies to access challenging content.</p> <p>Seeks outside resources and support.</p>	<p>Engages students in identifying and adapting resources, evidence-based instructional and assistive technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter.</p> <p>Ensures that students are able to obtain equitable access to a wide range of technologies, through ongoing links to outside resources and support to access challenging content.</p>

Evidence:

Initial: January 29, 2017

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning - Education Specialist Pilot CSTP

edits included

Element 3.6a Addressing the needs of English Learners to provide equitable access to the content

	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	<p>Is aware of students' primary language and English language proficiencies based on available assessment data.</p> <p>Provides adapted materials to help English Learners access content.</p>	<p>Seeks additional information describing elements of culture and language proficiencies in listening, speaking, reading and writing.</p> <p>Uses multiple measures for assessing English learners' performance to identify gaps in English language development. Attempts to scaffold content using visuals, models, and graphic organizers.</p>	<p>Identifies language proficiencies and English learner strengths in the study of language and content. Differentiates instruction using one or more components of English language development to support English learners.</p> <p>Creates and implements scaffolds to support standards-based instruction using literacy strategies, SDAIE, and content level English language development in order for students to improve language proficiencies and understand content.</p>	<p>Integrates knowledge of English language development and English learner's strengths and assessed needs into English language and content instruction.</p> <p>Develops and adapts instruction to provide a wide range of scaffolded supports for language and content for the range of English learners.</p>	<p>Engages English learners in assessment of their progress in English language development and in meeting content standards. Supports students to establish and monitor language and content goals. Ensures that students are able to obtain equitable access to a wide range of technologies, through ongoing links to outside resources and support to access challenging content.</p> <p>Is resourceful and flexible in the design, adjustment and elimination of scaffolds based on English learners' proficiencies, knowledge and skills in content.</p>

Evidence:

Initial: January 29, 2017

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning - Education Specialist Pilot CSTP

edits included

Element 3.6b Addressing the needs students with special needs to provide equitable access to the content

	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	<p>Has an awareness of the full range of students identified with special needs students through data provided by the school.</p> <p>Attends required meetings with resource personnel and families.</p> <p>Learns about referral processes for students with special needs.</p>	<p>Seeks additional information on the full range of students identified with special needs to address challenges or supports in single lessons or sequence of lessons.</p> <p>Cooperates with resource personnel, para-educators, and families during meetings and activities in support of learning plans and goals.</p> <p>Seeks additional information on struggling learners and advanced learners to determine appropriateness for referral.</p>	<p>Utilizes information on the full range of students identified with special needs to assess strengths and competencies to provide appropriate challenge and accommodations in instruction.</p> <p>Communicates regularly with resource personnel, para-educators, and families to ensure that student services are provided and progress is made in accessing appropriate content.</p> <p>Refers students as needed in a timely and appropriate manner supported with documented data over time, including interventions tried previous to referral.</p>	<p>Integrates accommodations, adaptations, and extensions to instruction for the full range of students with special needs to ensure adequate support and challenge.</p> <p>Communicates and collaborates with colleagues, support staff and families to ensure consistent instruction. Supports families in positive engagement with the school.</p> <p>Initiates and monitors referral processes and follow-up meetings to ensure that students receive support and/or extended learning that is integrated into the core curriculum.</p>	<p>Guides and supports the full range of students with special needs to actively engage in the assessment, and monitor their own strengths, learning needs, and achievements in accessing content.</p> <p>Communicates and collaborates with resource personnel, para-educators, families, leadership, and students in creating a coordinated program to optimize success of the full range of students with special needs.</p> <p>Takes leadership at the site/ district and collaborates with resource personnel to ensure the smooth and effective implementation of referral processes.</p>

Evidence:

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Continuum of Teaching Practice



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	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	Learns about students through data provided by the school and/or through district assessments.	Exploring Gathers additional data to learn about individual students.	Uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs.	Uses data from multiple sources to make adjustments to instruction and meet individual identified learning needs.	Uses comprehensive knowledge of students to make ongoing adjustments and accommodations in instruction.
STUDENT	Some students may engage in learning using instructional strategies focused on the class as a whole.	Students engage in single lessons or sequence of lessons that include some adjustments based on assessments.	Students engage in learning through the use of adjustments in instruction to meet their needs.	Students actively utilize a variety of instructional strategies and technologies in learning that ensure equitable access to the curriculum.	Students take ownership of their learning by choosing from a wide range of methods to further their learning that are responsive to their diverse learning needs.

Evidence:

Initial: January 29, 2017

Final: March 26, 2017

For differentiated assignments, I now use student IEP assessment scores, lesson-specific pre-assessments, and considerations of individual student needs and behaviors (e.g., willingness to cooperate with others in their group, previous group participation, etc.) to determine group placement. While school-provided technology is limited, I have now begun to integrate students' use of their own personal smartphones into lesson plans.

Standard 1 CSTP: Engaging and Supporting All Students in Learning - Education Specialist Pilot CSTP edits included

Element 1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests

	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	Develops awareness of prior knowledge, culture, backgrounds, life experience, and interests represented among students.	Uses gathered information about students’ prior knowledge, cultural backgrounds, life experiences, and interests to support student learning.	Uses school resources and family contacts to expand understanding of students’ prior knowledge, cultural backgrounds, life experiences, and interests to connect to student learning.	Integrates broad knowledge of students and their communities to inform instruction.	Develops and systematically uses extensive information regarding students’ cultural backgrounds, prior knowledge, life experiences, and interests.
STUDENT	Some students connect learning activities to their own lives	Students participate in single lessons or sequence of lessons related to their interests and experiences	Students make connections between curriculum and their prior knowledge, backgrounds, life experiences, and interests.	Students are actively engaged in curriculum that relates their prior knowledge, experiences, and interests within and across learning activities.	Students can articulate the relevance and impact of lessons on their lives and society.

Evidence:
 Initial: January 29, 2017
 Final: March 26, 2017 - I have begun to use methods such as personal interest inventories, surveys, and autobiography assignments to get to know my students better. The latter, in particular, has been especially valuable in giving me a better picture of my students’ histories and cultural influences, but early-life influences that helped shape their lives, as well. Using these tools has enabled me design more relevant lessons drawing on their interests and experiences.

Standard 1 CSTP: Engaging and Supporting All Students in Learning - Education Specialist Pilot CSTP edits included

Element 1.3 Connecting subject matter to meaning, real-life contexts

	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	Uses real-life connections during instruction as identified in curriculum.	Explores using additional real-life connections to subject matter in single lessons or sequence of lessons to support student understanding.	Includes connections from subject matter to meaningful, real-life contexts, including those specific to students' family and community.	Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive during instruction to engage students in relating to subject matter.	Engages students in actively making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction.
STUDENT	Some students relate subject matter to real-life.	Students make use of real-life connections provided in single lessons or sequence of lessons to support understanding of subject matter.	Students utilize real-life connections regularly to develop understandings of subject matter.	Students actively engage in making and using real-life connections to subject matter to extend their understanding.	Students routinely integrate subject matter into their own thinking and make relevant applications of subject matter during learning activities.

Evidence:
 Initial: January 29, 2017
 Final: March 26, 2017 - On a recent week-long assignment about "Fake News & Verifying Sources" I made a particular focus on social media. On a pre-lesson survey, every last student indicated he or she had at least one social media account, some of them more than one. And each student indicated they frequently encounter some form of fake news through that account. The lesson instructed them in ways to verify sources of their news. Then, for independent practice, students were asked to use their own smartphones or computers to do so. I felt as though this would better put into practice these methods in actual real-life situations.

Standard 1 CSTP: Engaging and Supporting All Students in Learning - Education Specialist Pilot CSTP edits included

Element 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs

	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	Uses instructional strategies, resources, and technologies as provided by school and/or district.	Explores additional instructional strategies, resources, and technologies in single lessons or sequence of lessons to meet students' diverse learning needs.	Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students' diverse learning needs.	Creates, adapts, and integrates a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs.	Refines the flexible use of an extensive repertoire of strategies, resources, and technologies to meet students' diverse learning needs.
STUDENT	Some students participate in instructional strategies, using resources and technologies provided.	Students participate in single lessons or sequence of lessons related to their interests and experiences	Students participate in instruction using strategies, resources, and technologies matched to their learning needs.	Students actively engage in instruction and make use of a variety of targeted strategies, resources, and technologies to meet their individual learning needs.	Students take responsibility for using a wide range of strategies, resources, and technologies that successfully advance their learning.

Evidence:
 Initial: January 29, 2017
 Final: March 26, 2017 - I have become considerably more engaged in utilizing culturally responsive learning techniques. I've sought new ideas for teaching my ELL students on websites such as colorincolorado.org, teachingchannel.org, and edutopia.org, as well as observing and seeking the advice of my fellow instructors at work. Recently installed SmartBoards have allowed me to adopt new multimedia instructional materials for multiple learning modalities. Additionally, I am exploring and developing ways to encourage students to use their own electronic devices in learning projects and assignments.

Standard 1 CSTP: Engaging and Supporting All Students in Learning - Education Specialist Pilot CSTP edits included

Element 1.5 Promoting Critical thinking through inquiry, problem solving, and reflection

	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	Asks questions that focus on factual knowledge and comprehension.	Includes questions in single lessons or a sequence of lessons that require students to recall, interpret, and think critically.	Guide students to think critically through use of questioning strategies, posing/solving problems, and reflection on issues in content.	Supports students to initiate critical thinking through independently developing questions, posing problems and reflecting on multiple perspectives.	Facilitates systematic opportunities for students to apply critical thinking by designing structured inquiries into complex problems.
STUDENT	Some students respond to questions regarding facts and comprehension.	Students respond to varied questions or tasks designed to promote comprehension and critical thinking in single lessons or a sequence of lessons.	Students respond to questions and problems posed by the teacher and begin to pose and solve problems of their own related to the content.	Students pose problems and construct questions of their own to support inquiries into content.	Students pose and answer a wide-range of complex questions and problems, reflect, and communicate understandings based on in depth analysis of content learning.

Evidence:

Initial: January 29, 2017

Final: March 26, 2017 - During my recent “Fake News & Verifying Sources” lesson, I encouraged students to not only question what they read, but to verify questionable sources for themselves using a number of steps, including corroboration. Student assessments and work samples demonstrated that they made a significant improvement in their ability to do so.

Standard 1 CSTP: Engaging and Supporting All Students in Learning - Education Specialist Pilot CSTP edits included

Element 1.6 Monitoring student learning and adjusting instruction while teaching

	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	Implements lessons following curriculum guidelines.	Seeks to clarify instructions and learning activities to support student understanding.	Makes ongoing adjustments to instruction based on observation of student engagement and regular checks for understanding.	Adjusts strategies during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge.	Makes adjustments to extend learning opportunities and provide assistance to students in mastering the content flexibly and effectively.
STUDENT	Some students receive individual assistance during instruction.	Students receive assistance individually or in small groups during instruction	Students successfully participate and stay engaged in learning activities.	Students are able to articulate their level of understanding and use teacher guidance to meet their needs during instruction.	Students monitor their progress in learning and provide information to teacher that informs adjustments in instruction.

Evidence:
 Initial: January 29, 2017
 Final: March 26, 2017 - I now my very best to make adjustments to lessons during instruction. Learning more about the effective use of formative assessments has better enabled me to make determinations about student needs mid-lesson, and to revisit concepts or to make necessary adjustments to better ensure student learning. In addition, these changes have better enabled my learning disabled students to remain more actively engaged in the learning process.

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning - Education Specialist Pilot CSTP
 edits included

Element 3.1 Demonstrating knowledge of subject matter academic content standards

Read through the indicators for CSTP 3. Highlight the areas on the continuum that currently describe your teaching practice. You will return to this document at the end of your inquiry to assess your growth over time and provide evidence of that growth.

	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	Has foundational knowledge of subject matter, related academic language and academic content standards.	Examines concepts in subject matter and academic language, to identify connections between academic content standards and instruction.	Understands and explains the relationship between essential subject matter concepts, academic language, and academic content standards.	Uses broad knowledge of inter-relationships of concepts, academic content standards, and academic language, in ways that ensure clear connections and relevance to students.	Uses extensive knowledge of subject matter concepts, current issues, academic language, and research to make relevant connections to standards during instruction and extend student learning.

Evidence:

Initial: January 29, 2017

Final: March 26, 2017 - I have realized for some time that Social Studies, particularly History, is a study of virtually all areas of academia. Therefore, the inter-relationship of concepts comes built in to my curriculum. I often tell my students that it's far more important for them to learn "how to learn" than to remember any words I say, years from now. Therefore, I am constantly striving to integrate knowledge from all academic areas in my lessons—math in economics, reading comprehension in historical primary sources, and the adaptation of technology to virtually all areas of learning.

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning - Education Specialist Pilot CSTP

edits included

Element 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter

	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	<p>Has basic knowledge of student stages of development while becoming aware of differences in students' understanding of subject matter.</p> <p>Teaches subject-specific vocabulary following curriculum guidelines.</p>	<p>Expands knowledge of student development and implements learning activities in single lessons or sequence of lessons that address students' proficiencies and support understanding of subject matter including related academic language.</p> <p>Provides explicit teaching of essential content vocabulary and associated academic language in single lessons or sequence of lessons. Explains academic language, formats, and vocabulary to support student access to subject matter when confusions are identified.</p>	<p>Adapts instruction in response to knowledge of student development and proficiencies to meet students' diverse learning needs. Ensures understanding of subject matter including related academic language.</p> <p>Provides explicit teaching of essential vocabulary, idioms, key words with multiple meanings, and academic language in ways that engage students in accessing subject matter text or learning activities.</p>	<p>Integrates knowledge of range of students' development into instructional decisions to ensure student understanding of subject matter including related academic language.</p> <p>Provides explicit teaching of specific academic language, text structure, grammatical, and stylistic language features to ensure equitable access and subject matter understanding for the range of student language levels and abilities.</p>	<p>Utilizes comprehensive knowledge of students to guide all students to develop proficiencies, understand subject matter including related academic language.</p> <p>Engages students at all levels of vocabulary, academic language, and proficiency in self-directed goal setting, monitoring, and improvement. Guides all students in using analysis strategies that provides equitable access and deep understanding of subject matter.</p>

Evidence:

Initial: January 29, 2017

Final: March 26, 2017 - A part of my process for determining how to differentiate instruction using flexible grouping was based upon factors involving students' independent abilities and an effort to maximize student learning, including related academic language.

Academic language was addressed by preloading the related vocabulary and requiring students to use lesson-related terms both orally and in writing.

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning - Education Specialist Pilot CSTP

edits included

Element 3.3 – Organizing curriculum to facilitate student understanding of the subject matter

	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	Follows organization of curriculum as provided by site and district to support student understanding and access of subject matter.	Examines organization of curriculum and considers adjustments in single lessons or sequence of lessons to support understanding and access of subject matter.	Uses knowledge of curriculum and student readiness to organize and adjust the curriculum to ensure student access and understanding.	Integrates knowledge of cross-disciplinary skills, curriculum and resources to organize and adjust instruction within and across subject matter to ensure student access and extend student understanding.	<p>Draws upon extensive knowledge of cross-disciplinary skills, curriculum and related resources to flexibly and effectively organize and adjust instruction.</p> <p>Ensures student access, comprehension and facilitates student articulation about what they do and don't understand.</p>

Evidence:

Initial: January 29, 2017

Final: March 26, 2017 - Recently, students in my U.S. History class studied primary source materials from the Immigration boom at the turn of the 20th Century. In an effort to help students better empathize with the experiences of immigrants subject to the nativist movement of that day in age, I included recent articles highlighting the experiences of Mexican immigrants and Syrian refugees to the United States to offer a side-by-side comparison of those experiences. This generated a great deal of class discussion, and helped to extend student understanding.

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edits included

Element 3.4 – Utilizing instructional strategies that are appropriate to the subject matter

	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	Uses instructional strategies that are provided in the curriculum.	Gathers and uses additional instructional strategies in single lessons or sequence of lessons to increase student understanding of academic language appropriate to subject matter.	Selects and adapts a variety of research-based effective practices and of instructional strategies to ensure student understanding of academic language appropriate to subject matter and that address students' diverse learning needs.	Integrates research-based effective practices and instructional strategies appropriate to subject matter to meet students' diverse learning, to ensure student understanding of academic language, and guide students in understanding connections within and across subject matter.	Draws upon an extensive repertoire of research-based effective practices and instructional strategies to develop enthusiasm, meta-cognitive abilities, and support and challenge the full range of students towards a deep knowledge of subject matter.

Evidence:

Initial: January 29, 2017

Final: March 26, 2017 - In the recent "Fake News & Verifying Sources" lesson, I employed a pre-assessment, annotated text, frontloaded vocabulary, flexible group strategies, and formative assessments to help ensure student access to academic language and to guide students in understanding.

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edits included

Element 3.5 – Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students

	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	<p>Uses available instructional materials, resources, and technologies for specific lessons to make subject matter accessible to students.</p> <p>Identifies technological resources needed.</p>	<p>Explores additional instructional materials, resources, and technologies to make subject matter accessible to students.</p> <p>Explores how to make technological resources available to all students.</p>	<p>Selects, adapts, and utilizes appropriate instructional materials, resources, and evidence-based instructional and assistive technologies for concept and skill development in subject matter. Resources reflect the diversity of the classroom and support differentiated learning of subject matter.</p> <p>Guides students to use available print, electronic, and online subject matter resources based on individual needs to access challenging content.</p>	<p>Integrates a wide range of adapted resources, evidence-based instructional and assistive technologies, and instructional materials to meet identified student needs and make subject matter accessible to students.</p> <p>Assists students with equitable access to materials, resources, and technologies to access challenging content.</p> <p>Seeks outside resources and support.</p>	<p>Engages students in identifying and adapting resources, evidence-based instructional and assistive technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter.</p> <p>Ensures that students are able to obtain equitable access to a wide range of technologies, through ongoing links to outside resources and support to access challenging content.</p>

Evidence:

Initial: January 29, 2017

Final: March 26, 2017 - With the implementation of Common Core, an added emphasis has been placed on close reading of source materials. As a result, I have made a conscious effort to seek out and utilize these materials in class. The Stanford University "Read Like a Historian" curriculum materials are one example of the sources from which I now draw. In addition, I have recently begun to seek out ways to incorporate technology including students' own smartphones and tablets in the learning process for tasks such as verifying sources, researching word origins and data research.

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning - Education Specialist Pilot CSTP

edits included

Element 3.6a Addressing the needs of English Learners to provide equitable access to the content

	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	<p>Is aware of students' primary language and English language proficiencies based on available assessment data.</p> <p>Provides adapted materials to help English Learners access content.</p>	<p>Seeks additional information describing elements of culture and language proficiencies in listening, speaking, reading and writing.</p> <p>Uses multiple measures for assessing English learners' performance to identify gaps in English language development. Attempts to scaffold content using visuals, models, and graphic organizers.</p>	<p>Identifies language proficiencies and English learner strengths in the study of language and content. Differentiates instruction using one or more components of English language development to support English learners.</p> <p>Creates and implements scaffolds to support standards-based instruction using literacy strategies, SDAIE, and content level English language development in order for students to improve language proficiencies and understand content.</p>	<p>Integrates knowledge of English language development and English learner's strengths and assessed needs into English language and content instruction.</p> <p>Develops and adapts instruction to provide a wide range of scaffolded supports for language and content for the range of English learners.</p>	<p>Engages English learners in assessment of their progress in English language development and in meeting content standards. Supports students to establish and monitor language and content goals. Ensures that students are able to obtain equitable access to a wide range of technologies, through ongoing links to outside resources and support to access challenging content.</p> <p>Is resourceful and flexible in the design, adjustment and elimination of scaffolds based on English learners' proficiencies, knowledge and skills in content.</p>

Evidence:

Initial: January 29, 2017

Final: March 26, 2017 - In recent observations and planning, I sought the direction and advice I needed to finally successfully introduce differentiated learning strategies to better help ELLs and learners of all abilities to access the vocabulary and materials we cover. Pre-assessments, previous test scores, and prior work samples helped me to set a baseline from which I could build stronger lessons.

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning - Education Specialist Pilot CSTP

edits included

Element 3.6b Addressing the needs students with special needs to provide equitable access to the content

	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	<p>Has an awareness of the full range of students identified with special needs students through data provided by the school.</p> <p>Attends required meetings with resource personnel and families.</p> <p>Learns about referral processes for students with special needs.</p>	<p>Seeks additional information on the full range of students identified with special needs to address challenges or supports in single lessons or sequence of lessons.</p> <p>Cooperates with resource personnel, para-educators, and families during meetings and activities in support of learning plans and goals.</p> <p>Seeks additional information on struggling learners and advanced learners to determine appropriateness for referral.</p>	<p>Utilizes information on the full range of students identified with special needs to assess strengths and competencies to provide appropriate challenge and accommodations in instruction.</p> <p>Communicates regularly with resource personnel, para-educators, and families to ensure that student services are provided and progress is made in accessing appropriate content.</p> <p>Refers students as needed in a timely and appropriate manner supported with documented data over time, including interventions tried previous to referral.</p>	<p>Integrates accommodations, adaptations, and extensions to instruction for the full range of students with special needs to ensure adequate support and challenge.</p> <p>Communicates and collaborates with colleagues, support staff and families to ensure consistent instruction. Supports families in positive engagement with the school.</p> <p>Initiates and monitors referral processes and follow-up meetings to ensure that students receive support and/or extended learning that is integrated into the core curriculum.</p>	<p>Guides and supports the full range of students with special needs to actively engage in the assessment, and monitor their own strengths, learning needs, and achievements in accessing content.</p> <p>Communicates and collaborates with resource personnel, para-educators, families, leadership, and students in creating a coordinated program to optimize success of the full range of students with special needs.</p> <p>Takes leadership at the site/ district and collaborates with resource personnel to ensure the smooth and effective implementation of referral processes.</p>

Evidence:

Initial: January 29, 2017

Final: March 26, 2017 - Familiarizing myself with my students' individual strengths, needs and related accommodations and modifications is an essential starting point for every class each semester. From there, advice from other teachers, support providers and even families plays an essential role in engaging with students and ensuring consistent instruction.

UCLA Extension Education Specialist Clear Credential Program
INDIVIDUAL INDUCTION PLAN - INQUIRY II

After rating yourself on CSTP 1: Engaging and Supporting All Students in Learning and CSTP 3: Understanding and Organizing Subject Matter for Student Learning, identify and justify your greatest strength and greatest opportunity for growth.

1. My greatest strength (provide the standard number and indicator from the Continuum):

ELEMENT 1.3 Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive during instruction to engage students in relating to subject matter.

2. Justify how you know that this is a strength for you:

I try to utilize universal concepts and ideas that are relevant to the lives of my students in order to better enable them to understand those concepts and make them meaningful to their own lives, understanding and experience.

3. My greatest opportunity for growth (provide the standard number and indicator from the Continuum):

ELEMENT 3.4: Gathers and uses additional instructional strategies in single lessons or sequence of lessons to increase student understanding of academic language appropriate to subject matter.

4. Justify why this is an area that you feel you need to focus on:

I have allowed my past experience, limited success in attempting new strategies, and concerns about diverse student needs and behaviors to discourage me from even attempting different concepts and strategies in my teaching.

Taking your greatest opportunity for growth as a basis, you will design an action research project focused on building this area of expertise in your current practice. Your Inquiry Question should be specific, measurable, and attainable in six weeks.

5. Inquiry Question:

“What is the impact of differentiated instruction on the achievement of students in diverse classrooms?”

ACTION PLAN

6. Intended Teacher Outcomes:

- Utilize both annual assessments (from IEPs) and formative assessments in my classroom to determine each student’s learning levels for a baseline.
- Conduct a “personal interest inventory” to assess student interests.
- Select from, research and utilize at least 3 differentiation techniques in class.

I expect to become more familiar with the effective use various differentiation techniques that challenge students according to their own individual abilities. I expect to learn how to utilize fair and effective methods of measuring student outcomes across a wide range of learning levels and learning disabilities.

7. *Expected Student Outcomes:*

- I expect to observe improvement in student engagement and participation in lessons and class discussions.
- I expect to see an improvement in student outcomes and goals on content-related formative assessments.
- I expect to see an increase in student outcomes on rubric-based summative assessments.
- I expect to observe a reduction in off-task behaviors throughout the learning period.

8. *Relevant Professional Development Opportunities (identify specific conferences, staff development, or webinars that you will participate in to grow in your selected area):*

- I to attend the annual SELPA Conference and select relevant courses to help me develop in this and other areas of need.
- View the ASCD's webinar for "Developing Daily Learning Targets".
- View EDUCATION WEEK webinars on Differentiated Instruction
- Observe and discuss differentiated instructional techniques with my immediate colleagues who have experienced success among our population of students.

9. *Inquiry Action Plan (identify necessary teacher research, resources, and all implementation steps):*

- I will utilize student IEPs to better understand the strengths and needs of each of the students in my class.
- I will give a pre-assessment and a student interest survey at the beginning of the unit.
- I will draw upon several sources to develop lesson plan that utilizes at least three examples of differentiated instruction.
- I will conduct a formative assessment after each lesson that includes a differentiated instruction technique.
- I will work in conjunction with my Lead Teacher and my Support Provider to develop more effective strategies in this area of need.
- I will ask my Teaching Assistant to observe and track the frequency and duration of off-task behaviors throughout the class period to follow trends in student participation and engagement.
- I will conduct a summative assessment at the end of the unit to enable me to evaluate these strategies.
- I will use those outcomes to evaluate which strategies proved more effective and why, and identify new steps for instruction.

10. *Describe qualitative and quantitative data that you intend to collect to show evidence of growth at the end of the Inquiry:*

A. Qualitative data:

- Ask students to identify specific "likes" and "dislikes" about the value of the instructional methods and approach used and to offer input about how instructional methods might be improved.

B. Quantitative data:

- Conduct a student survey at the end of the unit asking students about their ability to access process the information using each instructional approach.

TEACH - Implement your plan and collect evidence over the next six weeks.

REFLECT: After the Inquiry is complete, reflect on the outcomes of your action research project.

11. Analysis of Data: To what extent did you achieve your intended teacher outcomes? (Include quantitative and qualitative data as evidence in your analysis)

-When creating homogenized groups, I chose to utilize both annual assessments (IEP testing) and a brief pre-assessment (the Stanford study's pre-tests) to determine a baseline. But when doing so, I had to consider additional factors, e.g. "Will group members be able to work cooperatively?" or "How do I design assignments to fully maximize the involvement of all students?" When I asked students if they believed working with a group to be helpful, student responses were widely varied. (Q1) The mean average on a scale of 1 to 10 was 6.6, and a range of 4 to 10.

-I believe I now have a better grasp of ways I might use methods of differentiation to better address all students' needs and how to foster more individual involvement. Students seemed to agree. When asked their opinion about the effect of grouping, student responses resulted in a mean average of 7.1, with a range 5 to 10 (Q2).

-And when asked about the effect of having passages that highlight and define terms within the text, student responses yielded even greater student approval—a mean average of 7.6, with a range of 5 to 10 (Q6).

12. To what extent did you achieve your expected student outcomes? (Include quantitative and qualitative data as evidence in your analysis)

-I saw a notable overall improvement in student engagement and participation, and my assistant indicated that she observed a noticeable reduction in off-task and disruptive behaviors during the lesson. When students were asked if they were engaged in the lesson, their responses were generally positive. The mean average here was 7.3 with a range of 4 to 10 (Q3)

-But when asked about the engagement of group members, student responses yielded a slightly lower mean average of 6.4 with a range of 3 to 8. (Q4)

-Summative assessment results indicate that students improved in their ability to detect fake news approximately 23%% when measured against their pre-assessments based upon the Stanford Study rubric.

List the three intervention strategies that you developed in your Focus Student Selection assignment:

Intervention #1: SMALL GROUP STRATEGIES: Flexible grouping – used to help students experience different points of view, different abilities and strengths, and to remain engaged in the activity (addressed in 11)

Intervention #2: VOCABULARY DEVELOPMENT: Annotated text – challenging terms in reading passages were highlighted and defined. **Reinforced use of terms** – students were asked to use key terms in oral form during class discussion, and in written form on their assessments.

Intervention #3: SUMMATIVE ASSESSMENT- Students demonstrate understanding of the material in written form or by way of oral response, if necessary.

13. How did these individualized interventions affect your focus student? Reflect on evidence of growth over time for your Focus Student as observed in your class. List any success observed.

Olive, my focus student was receptive to flexible grouping. I have recently noticed a gradual improvement in her willingness to interact with her peers, perhaps in part due to an increased use of group activities in my lesson planning. But she engages with peers in a much more confident and relaxed demeanor.

The annotated text passages seem to be of help as well—for all my students, not just Olive. Before using this method, I was unaware of how many students struggled with new and unfamiliar terms. Furthermore, most students, Olive included, were reluctant to ask for fear of looking ignorant or dragging instruction to a halt. I realize now that this is something I should have been doing all along.

14. How are you continuing to support this student on an ongoing basis?

I intend to use these methods in my lesson planning in the future. I believe that I will only become better at using them as I practice them more often. Now that I have begun to see Olive grow more confident, I also plan to draw upon her strengths more often as well. Recently, I asked Olive if I might call on her to interpret a brief passage of Spanish language material for the class. She not only did so, she exuded confidence, even answering more in-depth questions from her peers after reading.

15. Describe how your work with this focus student will impact future planning.

But I also plan to incorporate more personal and high interest materials—subjects of study that draw from personal experiences and concerns. I also intend to explore other methods new to me that I can draw from colleagues and many of the resources I researched when designing this lesson such as colorincolorado.org and *Edutopia*.

16. Professional Development: Describe the specific professional development completed this quarter related to your inquiry topic.

I had the opportunity to observe a colleague who works with children of the very population of students as I put into practice some highly effective techniques for teaching ELL students. Now I am employing some of them in my own classroom.

I have encountered several new resources from which to draw new up-to-date methods.

I have had an opportunity to try a number of new differentiation methods first-hand, and to see what works and what might need improvement based upon quantitative and qualitative assessments.

17. Explain how it informed your inquiry and helped you grow as an educator.

It really is quite easy to get stuck in a holding pattern as a teacher. But to really be effective, I have had to explore new methods, not just through research, but by seeing them put into practice (observation) and by really going out on a limb, so to speak, and actually trying them. I have spent years in my classroom avoiding group assignments, convinced that in my population they only result in off-task behaviors, arguing and ultimately, more headaches for me, the instructor. But forcing myself to put them into practice, I have begun to see some striking benefits for the students and opportunities for better monitoring student understanding at the same time.

APPLY: Implications for future instruction

18. Revisit the indicator from the Continuum that you selected as an opportunity for growth. Has your rating changed on the Continuum? Justify this change with evidence.

ELEMENT 3.4: Gathers and uses additional instructional strategies in single lessons or sequence of lessons to increase student understanding of academic language appropriate to subject matter.

I am now working to incorporate more flexible grouping strategies, annotated texts and high interest materials in lesson plans. Furthermore, I continue to research and explore new strategies that might be useful in fostering a more differentiated classroom learning environment. Improved performances were indicated by summative assessments. Student involvement was highlighted in the student survey conducted at the end of the lesson.

19. How will the results of your research impact your future instruction?

I certainly intend to conduct more research and continue to experiment with more methods of differentiated teaching. I intend to conduct a student survey of student interests and learning styles to help develop more engaging lessons. I intend to continue using annotated passages for readers of all levels in my classroom. And flexible group strategies will be more common feature in my classroom.

20. What are your next steps as a professional educator?

I hope to continue developing new and more effective learning strategies in my lesson plans. I would very much like to revisit backward lesson design and extended projects as well. There will always be room for personal growth as an educator.

Candidate Name: **Brian Cassels**

Candidate Signature: 

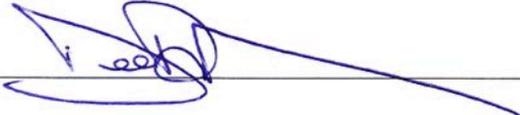
Date: **March 17, 2017**

SP Name: **George Woods**

SP Signature: 

Date: **March 21, 2017**

Site Administrator Name: **Dee Brown**

Site Administrator Signature: 

Date: **March 21, 2017**

UCLA Extension University Induction Clear Credential Program
FOCUS STUDENT SELECTION - INQUIRY II

Choose one student who will be your Focus Student for Inquiry II. This should be a student who is likely to remain in your classroom throughout this semester and has a difference in language abilities. If there are no identified EL students in your class, select a student who will benefit from individualized instruction in reading, writing, listening, or speaking.

- ✓ You should focus on this student throughout the Inquiry when planning curriculum and assessments.
- ✓ Your Support Provider will specifically observe this student during observations in your classroom, so please share this document with them to provide background information.
- ✓ Collect work samples from your Focus Student throughout the inquiry as evidence of individualizing instruction

1. Focus Student Name (first name or pseudonym): OLIVE

2. Identify and describe the specific language difficulties that your student is experiencing.

Olive is classified as “English Second Language” in a special education setting with a “Specific Learning Disability” eligibility for special services. She is committed and hard-working. She is well liked among her peers and faculty and staff, alike. However, in class and in certain social settings, she is quiet and reluctant to speak. Over the last year, she has demonstrated some growth in social engagement with her peers, but her assessments scores still remain in the “Below Average” range. It is difficult to determine how much of that improvement is due to her disability versus how much can be attributed to her inability to access the English language. I would identify the following as specific language difficulties she experiences in my class:

- A. **Olive seldom engages in class and group discussions.** She often responds to questions by simply shrugging her shoulders, nodding her head, or by responding with one-to-two word verbal responses. Olive’s reluctance to speak out in class makes it extremely difficult to determine her level of understanding or comprehension when using formative Q-and-A assessments.
- B. **Olive has difficulty utilizing the language to express her thoughts, opinions, ideas and feelings.** Because she is so reluctant to participate in group and class discussions, it is difficult to determine the exact source and nature of her anxiety. (Is she afraid and unsure about her use of the language? Is she afraid of appearing unintelligent due to her disability? Or is she merely shy?) Based upon discussions with others who have worked with Olive in the past and my direct conversation with her, I am increasingly convinced that it is likely a fear of exposing her own limitations to her peers.
- C. **Olive struggles to articulate and convey higher-level thinking in both her written and verbal responses.** Olive often struggles to articulate responses to questions that require critical and creative thinking in the areas of synthesis, evaluation, analysis, and application. This is most likely attributable to a limited vocabulary and disability-related challenges in writing. But I cannot rule out the likelihood of her concerns about peer criticism also playing a significant role.

3. Talk to teachers who interact regularly with the student (elective teachers, prior teachers, supervisors, coaches, administrators, etc.) Try to find out what interventions have been successful for the student.

- A. **Ms. Walker (Administrator / Former Teacher):** Ms. Walker had Olive in her class last year. She agrees that Olive is quite shy and reluctant to speak out in class. But Ms. Walker indicates that she began to see her develop more confidence over time. One major factor was three particular students who encouraged and persuaded her to be more outspoken. Ms. Walker suggests grouping her with students that might duplicate a similar dynamic.
- B. **Mr. Rule (Counselor / Therapist):** Mr. Rule also agreed that Olive has been reluctant to interject during group sessions. But he notes that recently, when Olive sought his advice for a personal matter, she was quite able to articulate and express her concerns and needs. He also states that she was able, with his assistance, to develop a detailed plan for addressing that need.

4. *Speak to the parents to find out the student's history of language development and challenges. Please make every effort to establish communication with a parent or guardian using phone calls, email, two-way notes, or an in-person conference. Find a translator or have the student serve as a translator if necessary. If you are unable to establish communication, please document here all attempts. After meeting with the parent, please summarize any information related to language, literacy, and parental support that may inform your interventions.*

I made two attempts throughout the last week to reach Olive's parents with the assistance of an interpreter. Both phone calls went to voicemail. There is no email address associated with Olive listed in her student profile. I spoke to Olive directly, and she confirmed that phone calls would be the best way to make contact with them. I will continue to attempt to reach her throughout the duration of this course.

5. *Research the student's prior history using their Cumulative Records (these may be stored in your school office or accessed electronically, talk to your site administrators about getting access.) Look for CELDT scores, EL classification information, ELA test scores, and any other information relevant to language and literacy development.*

A. CELDT scores: No past CELDT scores were available in Olive's cumulative file. It remains uncertain as to why this is the case. However, her most recent 3-year Language and Speech assessment states, Olive's "past IEPs state that she is Limited English Proficient," therefore, she longer undergoes those assessments. Nonetheless, her report concludes that Olive "should continue to receive ESL supports." On the other hand, her report stated that she did "not require continued LAS support."

B. LAS Assessments:

- The Test of Problem Solving-3rd Edition (Elementary) (TOPS-3): SS-103 / Percentile-57
- Comprehensive Assessment of Spoken Language (CASL): SS-87 / Percentile-19
- In the summary statement, the assessor states, "Per Olive's language sample, she demonstrates appropriate receptive and expressive language abilities and is able to communicate on a functional level pragmatically."

C. KTEA II-Brief:

- Reading: SS-74
- Writing: SS-69
- Math: SS-76

6. *Identify the student's present levels of performance as related to literacy (current reading level, writing level, and observations on speaking, listening, and participation in the classroom in whole group, small group, and 1:1 activities).*

Based upon Olive's most recent IEP, her present levels of performance are summarized in the following manner:

- A. Reading:** Olive's most recent assessments indicate that she reads at the 5th grade level in both fluency and comprehension. Her vocabulary is underdeveloped, resulting in her difficulty to read and respond to questions regarding general passage comprehension.
- B. Writing:** Olive writes simple sentences and appears motivated to practice and develop her writing skills. Her areas of need are vocabulary, punctuation, and spelling. She struggles to construct complex and compound sentences, and has difficulty accessing "specific words when writing."
- C. Social / Emotional:** (According to her Former Counselor / Therapist) "Although [Olive] has made some progress she continues to shrugs her shoulders and or uses one word responses when spoken to especially in a group setting."
- D. Interactions:** Although [Olive] has made some progress she continues to shrugs her shoulders and or uses one word responses when spoken to especially in a group setting.

7. *Speak to the Focus Student to gather information on their personal thoughts about language use in the classroom, and ask him or her about any challenges with listening, speaking, reading, or writing across content areas.*

I spoke briefly with Olive about this assignment and asked if she would mind if I consider her for my student of focus for the project. She smiled and seemed flattered. Just as I had been told by her Counselor / Therapist, Mr. Rule, "Olive responds well to encouragement, but will not fully swallow flattery."

Olive appeared much more willing than I had imagined to speak candidly on a one-on-one basis. We spoke briefly about her areas of need (Math and Writing), and her strengths (her commitment to graduating and going to college). I asked why she seemed so reluctant to share her thoughts and ideas in class discussion. She indicated that she was "nervous" about doing so, and that is was sometimes "easier to just be quiet." All this lends to the assumption that both Ms. Walker and Mr. Rule were correct in assuming that Olive is highly conscious about her limitations (including her disability), and could benefit from strategies that will improve her confidence in speaking and language.

Go to the English Learner Resource Guide and read pages 9-17 (use the document numbers at the bottom of the document.) Next, read Ensuring Universal Access. Decide how you will incorporate each bullet into ongoing planning and instruction.

Using the English Learner Resource Guide, the Universal Access information, and your own knowledge of this student, identify three specific actions you will take to modify instruction to meet the identified learning needs of your Focus Student:

8. Intervention #1:

I will provide differentiation that utilizes small groups. I will design assignments that not only group her in accordance to her level of ability, but group Olive as well, with students who I know to be more likely to provide her with positive support, while also challenging her to step out of her comfort zone—encouraging her to provide input, fulfill a specific role, or to contribute in other ways.

9. Intervention #2:

I will employ more intensive strategies for vocabulary development. These might include: identifying Latin and Greek roots of words (which may help her to correlate words in both English and Spanish); identifying synonyms, antonyms, and Spanish-language equivalents; preloading vocabulary for a given text; helping her identify context clues in reading passages; using the PAVE strategy (Prediction, Association, Verification and Evaluation); and reinforcing the use of new terms in writing activities.

10. Intervention #3:

I will utilize a number of scaffolded writing strategies assist Olive with each step of a writing assignment.

Prewriting: Focus on student background knowledge and high interest topics (e.g., a snapshot activity that ties in their personal or family experience with the instructional content); brainstorming a word bank of content vocabulary or key terms;

Outlining: have students model and collaborate; and provide graphic organizers.

Rough Draft: provide access to a list of transition words; provide additional one-on-one assistance; and coordinate with Ed. Therapist on providing additional support (if necessary).

Evaluation: Self-editing checklist; peer-consultation/evaluation; and one-on-one consultation with the instructor.

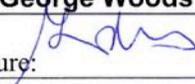
Publishing: Encourage students to include pictures, drawings or a multi-media presentation.

Please share your plan with your SP before your observation so they may identify if your plan is working.

Candidate Name: **Brian Cassels**

SP name: **George Woods**

Candidate Signature: 

SP Signature: 

Date: **March 30, 2017**

Date: **March 30 2017**

*All signatures must be collected for the e-portfolio submission in TK20.

UCLA Extension Education Specialist Induction Clear Credential Program
STUDENT WORK ANALYSIS - INQUIRY II

Administer a pre-assessment for an upcoming unit to gather information on the language abilities of each student in your focus class. Try to focus this assessment on necessary vocabulary and include opportunities for students to write about what they know and want to know about the upcoming content. Analyze the data produced by your focus class looking at both prior content knowledge as well as vocabulary and writing abilities.

1. Content Standard and/or CCSS ELA Standard: *CCSS.ELA-Literacy.CCRA.R.8*: Delineate and evaluate argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.

2. Assessment: Part 1: 10 question multiple choice quiz on reliable sources provided by Quia. Part 2: Stanford University's History Education Group has produced an Executive Summary on Evaluating Information. In it, they provided a brief assessment in which students were presented with a tweet from a political advocacy organization that cites a poll as evidence to support an assertion. The tweet contains a link to the poll's findings and the date it was conducted. Students were asked to explain why this tweet might and might not be a reliable source of information. A rubric was used to evaluate their responses.

3. Describe your criteria used for grading at each proficiency level, and then list the first names of students who fall into each of the five categories.

Not at Standard			At Standard	
Far Below Basic	Below Basic	Basic	Proficient	Advanced
Describe Criteria	Describe Criteria	Describe Criteria	Describe Criteria	Describe Criteria
<p>Scores <3 correct answers on MC quiz.</p> <p>Student makes no effort to respond to the question or otherwise fails to justify their opinion about the tweet.</p>	<p>Scores <5 correct answers on MC quiz.</p> <p>Student does not address the polling data or the source of the polling data as a reason the tweet may be useful and/or does not address the source of the tweet or the source of the news release as reasons the tweet may be less useful.</p>	<p>Scores 5+ correct answers on MC quiz.</p> <p>Student addresses the polling data and/or the source of the polling data but does not fully explain how those elements may make the tweet useful and/or addresses the source of the tweet or the source of the news release but does not fully explain how those elements may make the tweet less useful.</p>	<p>Scores 7+ correct answers on MC quiz.</p> <p>Student either fully explains that the tweet may be useful because it includes data from a poll conducted by a polling firm, OR explains how political motivations of those involved may have influenced the content of the tweet and/or the poll making it less reliable.</p>	<p>Scores 8+ correct answers on MC quiz.</p> <p>Student fully explains that the tweet may be useful because it includes data from a poll conducted by a polling firm, and also explains how political motivations of those involved may have influenced the content of the tweet and/or the poll making it less reliable.</p>
List Students	List Students	List Students	List Students	List Students
John	Jodari* Jesse	Jennifer Olive Aaron Marquis Elijah*	Zachariah Andrei Sam	N/A

*Student was unavailable for initial assessment, but was assigned to group based upon individual reading and writing levels from standardized assessments.

4. In each column below, describe how you will move each of your groups of students (including advanced students) forward to the next level of proficiency. Use your *Ensuring Universal Access* information to identify strategies to use with your students to support and extend reading, writing, speaking, and listening skills throughout your next unit. Then, answer the reflection questions on the last page.

Far Below Basic <i>Intensive Group (I)</i>	Below Basic <i>Strategic Group (II)</i>	Basic <i>Benchmark Group (III)</i>	Proficient <i>(IV)</i>	Advanced <i>(V)</i>
<p>Reading supports: Students will be grouped according to reading and writing level (I - III) and will preview relevant vocabulary. I will assist students as they read aloud and discuss. Students will be directed to highlight key terms and text.</p> <p>Writing supports: Students will view examples of news, discuss, and be asked to use "sentence frames" to support their conclusions.</p> <p>Speaking supports: Students will be asked to share examples of their findings with the class using lesson vocabulary and complete sentences.</p> <p>Listening supports: As a class, I will use "lights on" queue to signal critical information and random checks for understanding to support active listening.</p>	<p>Reading supports: Students will be grouped according to reading and writing level (I - III) and will preview relevant vocabulary. I will assist students as they read aloud and discuss. Students will be directed to highlight key terms and text.</p> <p>Writing supports: Students will view examples of news, discuss, and be asked "complete the thought" responses to support their conclusions.</p> <p>Speaking supports: Students will be asked to share examples of their findings with the class using lesson vocabulary and complete sentences.</p> <p>Listening supports: As a class, I will use "lights on" queue to signal critical information and random checks for understanding to support active listening.</p>	<p>Reading supports: Students will be grouped according to reading and writing level(I - III) and will preview relevant vocabulary. I will assist students as they read aloud and discuss. Students will be directed to highlight key terms and text.</p> <p>Writing supports: Students will view examples of news, discuss, and be asked to complete short-answer responses supporting their conclusions.</p> <p>Speaking supports: Students will be asked to share examples of their findings with the class offering an empirical example of one of the terms used during the lesson.</p> <p>Listening supports: As a class, I will use "lights on" queue to signal critical information and random checks for understanding to support active listening.</p>	<p>Students will be grouped homogeneously according to reading and writing level (IV & V) and will preview relevant and an advanced vocabulary. They will read independently and discuss as a group. Students will be directed to highlight key terms and text.</p> <p>Writing supports: Students will view examples of news, discuss, and be asked to complete short-answer responses with evidence supporting their conclusions.</p> <p>Speaking supports: Students will be asked to share examples of their findings with the class offering an empirical example of each used during the lesson as well as identifying evidentiary supports for their conclusions.</p> <p>Listening supports: Students will be encouraged to listen to and respond to questions from their group.</p>	<p>Students will be grouped homogeneously according to reading and writing level (IV & V) and will preview relevant and advanced vocabulary. They will read independently and discuss as a group. Students will be directed to highlight key terms and text.</p> <p>Writing supports: Students will view examples of news, discuss, and be asked to complete extended responses with evidence supporting their conclusions.</p> <p>Speaking supports: Students will be asked to share examples of their findings with the class offering an empirical example of each used during the lesson as well as identifying evidentiary supports for their conclusions.</p> <p>Listening supports: Students will be encouraged to listen to and respond to questions from their group.</p>

Using Pre-Assessment Data to Plan Academic Language Supports for All Students

5. Describe the specific academic language demands in your upcoming unit. What specific vocabulary will students need to learn to access and master the content?

Our lesson plan for high school Contemporary Issues class is focusing on students' ability to discern reliable sources from the vast array of media now available to the general public. Key vocabulary includes: *article, bias, credible, editorial, ethical, integrity, libel, objective, opinion, plagiarize, slander, source, and subjective.*

6. What reading comprehension skills will they need? What writing tasks are students expected to participate in during the unit, including note taking and assessment?

We will examine several examples of news media from an array of sources, so they will need to have a basic understanding of the vocabulary as well as some basic background in current events. Students will need to delineate and evaluate arguments and claims made by the source and evaluate the validity of their reasoning in addition to the reliability, relevance and quality of the evidence used to support those claims, therefore, students will require at least basic knowledge of fact vs. opinion and supporting evidence.

7. How often will students be asked to listen to lecture, listen to their peers, and speak to participate in class or be assessed for understanding?

(Please note: Common Core maintains a strong focus on the direct instruction and consistent student participation in reading, writing, speaking, and listening in every class period, regardless of content. Please address all parts of this prompt and include these academic language demands consistently throughout your unit.)

Lecture will be limited, however, guided questioning will be used in the sharing/discussion phase of the lesson plan. Speaking and Listening components will be emphasized and supported during group activities. A summative assessment activity will include a component for which each student will be asked to share an example of a provided source as well as their reasons why it is or is not a reliable source of information.

8. Describe how you will use this data (along with your knowledge of the students) to create flexible groups during your upcoming unit. Will you be using homogenous groups, heterogeneous groups, or both, and for what purpose in regards to reading, writing, speaking, and listening?

I will use two heterogeneous groups based upon reading and writing ability—"Far Below Basic" to "Basic", and "Proficient"/"Advanced". During the reading activity, my TA will monitor and assist the first group (I to III) while I roam from between the two, listen and offer additional thoughts and guidance. As the groups transition to the writing component, I will assist the first group in forming their responses to the questions as the TA ensures that the second group remains focused and on task. For a summative assessment activity, I will provide students in the first group with a set of examples from which they will choose one or may choose provide their own. They will participate in a think-pair-share activity where they then formulate individual responses, then verbally share those with the class in a brief presentation.

9. Analyze the prior knowledge and student interest in the content. Do you need to review, reteach, or accelerate any concepts?

Virtually every student in the class claims to use social media or an online news source multiple times each week. Furthermore, our class has read and discussed various teacher-selected news articles, editorials and streaming media. Once a week, students have been asked to select their own source, read and evaluated it, and submit a written worksheet based upon the CCSS criteria. Advanced vocabulary terms will be provided for group two, particularly considering they will be required to submit more examples than their counterparts in group one.

10. How will you accomplish these goals during your upcoming unit?

Group one will receive intensive guidance and instruction to ensure that they comprehend and are able to convey their understanding into their written responses. Group two will also receive frequent, but less intensive guidance. They will rely more on peer guidance.

Candidate Name: **Brian Cassels**

SP Name: **George Woods**

Candidate Signature:



SP Signature:



Date: February 17, 2017

Date: February 17, 2017

UCLA Extension Education Specialist Induction Clear Credential Program
LESSON PLANNING GUIDE - Inquiry II

Teacher: Brian Cassels	Topic of Lesson: Selecting Reliable Sources
Grade Level: 10th - 12th	Content Area: Contemporary Issues (Draws from Current Events, and ELA & Social Studies Common Core Standards)

This guide may be used for your observed lesson, or you may choose to use your site-based lesson-planning template.

Expected Outcomes: What new concept or information do you want students to know at the end of this one lesson?

I want students to effectively determine reliable sources from unreliable ones. Students should be able to describe which examples of a list of sources can be trusted, and why.

Focus Student: How will you modify, accommodate, and differentiate instruction to ensure universal access to the curriculum for your Focus Student?

- A. **Homogenized Grouping** (based upon reading levels)
- B. **Modified /Annotated Reading** (Vocabulary) based on reading levels.
- C. **Presentation of Materials** (Auditory/ELL students will be provided streaming audio links to NPR broadcasts.)
- D. **Leveled Grading** - Credit for projects / credit for participation
- E. **Testing Materials** - Short answer vs. multiple choice based upon level.

Assessment: What evidence will you gather to assess student learning?

- A. **Informal Formative Assessment** – Questions to check for student understanding
- B. **Summative Assessment** – Student Quiz at end of lesson.

Flexible Grouping Strategies: How will you group students at various points in the lesson to address individual students' needs?

- A. **Think-Pair-Share:** Students will begin with a paired discussion about the importance of being accurately informed followed by sharing their findings with the class as a whole.
- B. **Whole Class:** In a teacher-guided activity, students will examine examples of news articles, both factual and false, to and will be guided through the process of evaluating sources using their Source Evaluation Guidelines.
- C. **Group Study:** In a later exercise, students will be broken into homogenous groups to complete a cooperative assignment that reinforces and tests their knowledge.

What academic content standard(s) will you focus on during this lesson?

Historical Analysis Skills, Research, Evidence, and Point of View:

"1. Students distinguish valid arguments from fallacious arguments in historical interpretations."

Common Core Standard: Reading Informational Text – Integration of Knowledge & Ideas:

"8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning."

Lesson Design: Describe each stage of your lesson in detail (e.g. Introduction, Modeling, Guided Practice, Independent Practice, Closing or Reflection)

Introduction / Think-Pair-Share: Students will be asked to discuss as pairs and share their thoughts on at least one question about the importance of reliable news sources, the role of media in a democracy, and why citizens need to be accurately informed. (5 min.)

Modeling: Teacher will guide the class through a demonstration on using the guidelines of Evaluating Sources. (10 min.)

Guided Practice: Students will be guided through a Whole Class activity where students will view a demonstration the three sources they viewed for their initial assessment by applying guidelines for how to evaluate sources. (10 min.)

Group Collaboration and Share: Homogenous groups determined by level on pre-assessment will examine two actual examples of widely shared information from social media. They will be asked to use the Evaluating Sources guidelines and additional resources (internet searches, dictionary, etc.) and record and share their findings with the class. (20 min.)

Independent Practice: Students will be provided with leveled formative assessment quizzes where they will demonstrate their understanding and ability to scrutinize two given sources. (HW)

Student Engagement: Explain how your lesson ensures student engagement and differentiates for all learners.

- A. The majority of my students use some form of social media and state that they are exposed to some form of "online news" on nearly a daily basis.
- B. Part of the introduction will include the findings of a 2016 study by Stanford University finding that most students from MS to the college level struggle to identify "fake news."
- C. Students will be instructed that they may use their own resources (smartphones, tablets, computers, etc.) to help evaluate their sources during formative assessment.

Academic Vocabulary Instruction: What specific vocabulary/terms will you explicitly teach and have students practice during this lesson to ensure concept understanding?

News Story, News Analysis, Editorial, Opinion-Editorial (Op-Ed), Byline, Source, Off the record, Anonymous, Objectivity, Bias, Fallacy

Asking Critical Questions: What specific questions will you pose to students to ensure thinking that requires analysis, evaluation, synthesis and application of content ideas across proficiency levels?

“Why is the media essential to democracy?”

“Why do Americans need news?”

“How can false stories impact us?”

“Who wrote this?”

“What is the author’s perspective?”

“Why was it written?”

“Is it reliable?”

Classroom Management: List any logistical, materials-related or behavioral issues you may need to consider to ensure a safe and inclusive environment for student learning.

- A. 5th period immediately follows the students’ lunch period. A number of students are slow to report to class. My assistant Lois has been asked to prompt students to remind they are expected to report to class on time.
- B. Supplies and copies should be ready before students report to class.
- C. I’ll circulate the class during group practice to make sure that students are on task and understand the assignment.

Integration of Technology: How will you integrate available technology resources into this lesson as you plan, teach, and assess student learning?

- A. The SmartBoard will be utilized to display the Source Evaluation guidelines, and to display the samples discussed during the Group Sharing component of the lesson.
- B. For both the Group Collaboration and Independent Practice portions of the lesson, students will be encouraged to use any additional sources to which they have access, so long as they cite their sources and provide details of their research / information.

UCLA Extension Education Specialist Induction Clear Credential Program
OBSERVATION OF A COLLEAGUE – Inquiry II

Candidate: Brian Cassels	Colleague: Elizabeth Morales-Hodge
Date of Observation: Wed., Feb. 22, 2017	Grade Level/Content: 7th & 8th English
Focus of observed lesson: Reading Fluency, Comprehension and Vocabulary Development	

Why did you select this colleague and what do you hope to observe?

I know Ms. Hodge to be one of the stronger classroom instructors in our school. Particularly of interest to me is her extensive experience working with English Language Learners at her previous school of employment. I had never before observed her at work in the classroom, and have only known her casually and by way of her input during in-services and faculty meetings. My support provider suggests that she is highly organized, pedagogically knowledgeable, and she delegates duties to assistants and support providers in a way that allows her to focus on the needs of her students. I hope to get an idea of how to better help my ELLs and Below Level Readers better access reading and vocabulary.

As you observe in a colleague's classroom consider these questions:

- ✓ **What evidence do you observe regarding integration of language and reading supports for English Language Learners?**
- ✓ **What evidence do you see of backwards planning, daily learning targets, and clearly communicated learning objectives?**

Notes regarding my observation of a colleague:

Ms. Hodge teaches 7th and 8th graders. She has two ELL students, Pearla and Juan. Today's lesson is a reading assignment titled "Learning to Read" from *the Autobiography of Malcolm X*.

Ms. Hodge used tiered vocabulary exercises and scaffolding by first introducing the terminology, and then building understanding and access through a variety of approaches. Ms. Hodge previewed the text and created two annotated versions—one for Below Level readers and the other for On Level readers—by highlighting vocabulary she believed would be challenging for each group of students, terms like "riffing" and "corridor". Before reading the passage, she provided a brief definition for these terms, which she asked students to record on a worksheet. After writing the definition, they were asked to use the vocabulary in a sentence of their own. Pearla, one of the ELL students, was allowed to draw an illustration depicting her understanding of the terms, if she so chose. Ms. Hodge later explained that whenever possible, she tries to explore as many sensory-driven examples as possible. Finally, she explained that all students would be asked to orally substitute new terms, like "corridor" for the old terms they might normally use, such as "hallway".

Ms. Hodge conducted formative assessments for comprehension by taking periodic pauses in the reading and asking students to respond to questions about the text.

Implications for my teaching:

I am glad to have had the chance to watch Ms. Hodge at work. Ms. Hodge and I discussed how she often incorporates her students' individual IEP goals (Writing and Reading and Vocational Education) into her curriculum and utilizes them as a guideline for diversifying her lesson plans for meeting each student's needs. For instance, a student who is working to meet an annual goal of constructing a well-written paragraph, she and her aid will work to help develop that student's ability to meet their next IEP objective by utilizing a template. If a student is working to develop stronger vocabulary, she will attempt to incorporate as many methods as possible until discovering the key that manages to unlock that student's potential.

Please discuss the outcomes of this colleague observation with your SP.

Backwards Design Template for Unit Planning

Teacher: Cassels

Grade Level: 12th

Unit Topic: The U.S. Constitution

Lesson 1:

Step One: What are the desired learning results of this unit?

Students explain and defend their beliefs about the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

1. Identify the origins of influence on the Constitution and ideals of American government.
2. Offer opposing viewpoints and examples of the balance between "public good" and "individual rights"
3. Describe the systems of separated and shared powers, the role of organized interests, checks and balances, the importance of an independent judiciary, enumerated powers, rule of law, federalism, and civilian control of the military.
4. Identify the Bill of Rights and how they limit the powers of the federal government and state governments.

Step Two: What essential question(s) will anchor students to learning?

1. In what ways has the American democracy of today met and/or failed the promises of defending the public good and individual rights of its citizens?
2. What steps must it take in order to do so in the future?

Step Three: What skills are needed to achieve desired results (nuts and bolts teaching)?

List all declarative and procedural knowledge students must have FIRST in order to successfully complete this unit

- Identify various influences on American Democracy: (Greece, Rome, the England, Enlightenment, etc)
- Identify founding principles of American Democracy: (Separation of Powers, Checks and Balances, Rule of Law, etc.)
- Identify the goals of the constitution as identified in the Preamble and the founding documents.
- Identify the rights and liberties outlined in the Bill of Rights and subsequent "rights amendments" as well as the reason(s) for their passage.
- Identify the evolution of American civil liberties and rights according to interpretation, amendments, laws, and judicial decisions.

Step Four: What is acceptable evidence to show desired results?

List performance tasks, assessments (formative and summative), journal prompts, etc. that demonstrate that your students are moving towards/achieving desired learning results

- Small Groups will complete a project to identify influences of American Democracy.
- Students will complete a class chart to identify principles and (their origins) of American Democracy.
- Students will create a list of the rights in the Bill of Rights and a brief description of what they imagine society might be like without each.
- The class will compile brief summaries of Supreme Court Cases and Amendments that outline the gradual evolution of individual rights and liberties over time.
- Students will compose a 5-paragraph evidence-supported, persuasive essay on their views of the overall success or the failure of the U.S. Constitution to meet its goals as stated in the Preamble.

Step Five: What is the sequence of activities, learning experiences, etc. that will lead to desired results (the plan)?

Get your calendar and plan the sequence of teaching/learning beginning with the nuts and bolts teaching and ending with the final or culminating evidentiary piece that demonstrates proficient learning of the desired results. Be as specific as possible with the sequence of your lesson plan.

Day 1

Focus of the day:

Students will identify the goals of our government as identified in the Preamble of our Constitution, and discuss how and why those goals may be the same or different now?

How will you know that students are achieving the desired results?

Students will provide a brief brainstorming activity in response to the question: "What are the goals of our government as identified here?" (Page will include terms and definitions for "tranquility", "welfare", "secure", "liberty" and "posterity".)

How do the essential question connect students to this day's focus?

Today's focus essentially lays the foundation for students to begin considering the Essential Question. We will discuss initial responses, then preview the final essay prompt.

Step Five: Continued

Day 1 Continued

Please focus on the following question as you write the sequence of your lesson.

What instructional and learning activities will yield the most results in developing the skills listed above?

Write your sequence, or lesson cycle below:

BELL ACTIVITY - 10 min.

Students will provide a brief brainstorming activity in response to the question: "What are the goals of our government as identified here?" (Page will include terms and definitions for "tranquility", "welfare", "secure", "liberty" and "posterity".)

CLASS DISCUSSION-A - 15 min.

Class will compare thoughts from bell activity. Responses will be charted on whiteboard.

LECTURE - 20 min.

Powerpoint presentation on conditions in American Colonies that led to the Revolutionary War, including, economic suppression, taxation, British military occupation, etc.

INDEPENDENT EXERCISE - 10 min.

Students will be asked to identify what they believe are the two key areas of need for U.S. citizens, Domestic and Foreign explain why they are important, and what they believe a satisfactory resolution might be.

UCLA Extension Education Specialist Induction Clear Credential Program
OBSERVATION CYCLE - INQUIRY II

Candidate: Brian Cassels	SP: George Woods
Lesson Observation Date: March 8, 2017	Lesson Focus: Evaluating the Reliability of Sources
Inquiry Question: “What is the impact of differentiated instruction on the achievement of students in diverse classrooms?”	

Pre-Observation Conference: Give your SP the lesson plan for the observed lesson. Preview the Observation Template to discuss what your SP will be looking for, and where it will be observable in your lesson. Review your Focus Student with your SP, and explain any interventions that have been attempted. Review your Inquiry question and action plan. Finally, discuss any other areas of practice that you would like your SP to observe.

1. Record your notes on the Pre-Observation:

- A. We discussed the importance of a plan utilizing multiple learning modalities in order to address a variety of student strengths and needs, particularly ELLs.
- B. We discussed a strategy for flexible grouping that can address student learning levels as well as individual learning preferences & strengths.
- C. We discussed the strategies for increasing student involvement by drawing on student interests and personal experiences.

Observation Template: On the day of your observation, your SP will record evidence below for each indicator, as well as information on your Focus Student, and any other requested evidence. If an item is not observed, SP or MT will indicate with “n/o.”

CSTP Indicators	Observed Evidence of Teacher or Student Actions
1.1 Using knowledge of students to engage them in learning	Mr. Cassels explained that his recognition of the need for this lesson emerged when he first began teaching this class and he discovered that most students were unable to effectively evaluate sources and their claims. Mr. Cassels used pre-assessments to help determine grouping. In cases where students were unable to complete a pre-assessment, he determined placement based upon previous individual assessments (district assessment scores / annual assessment scores) and/or student work history.
1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests	Mr. Cassels indicated that his idea for this lesson was based in part on the pervasive influence of social media in his students’ personal lives. Additionally, events surrounding the recent presidential election have generated an increased awareness and interest in American politics and current events.
1.3 Connecting subject matter to meaningful, real-life contexts	Virtually every one of students in this class indicated that they have social media profiles they check on a regular basis and that they get at least some of their information about current events from those sources. At the beginning of the lesson, Mr. Cassels played an audio recording about a recent Stanford University study indicating that a majority of Americans ranging from Middle School to college were unable to judge the credibility of online information.

<p>1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</p>	<p>A. Visual aids – screenshots of actual online news sites and social media postings. B. Audio recording – NPR segment about the Stanford University study on “Fake News”. C. Annotated text – accompanying NPR broadcast. D. Flexible grouping – throughout lesson: paired grouping, whole class and group study E. Verbal response – check for understanding (Formative Assessment) F. Leveled Summative Assessment – An independent practice assignment used to assess students’ ability to determine the reliability of sources.</p>
<p>1.5 Promoting critical thinking through inquiry, problem solving, and reflection</p>	<p>A. Group pairing activity encouraged student inquiry and critical thinking. B. Modeling and guided practice portions of lesson encouraged independent practice taught problem solving strategies. C. Independent practice portion of lesson includes reflection component of reflection by way of allowing students an opportunity to</p>
<p>1.6 Monitoring student learning and adjusting instruction while teaching</p>	<p>A. Q&A / formative assessment to determine student understanding. B. Flexible grouping to meet individual student needs (as necessary)</p>
<p>3.1 Demonstrating knowledge of subject matter academic content standards</p>	<p>Mr. Cassels demonstrated an understanding of both California Content Standards and California’s version of the Common Core Standards. He has properly addressed standards from both in this lesson, and clearly outlined those to students both in writing (on the board) and verbally, at the beginning of the lesson.</p>
<p>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</p>	<p>Curricular vocabulary and Annotated texts were applied by level during grouping and used to enable ELLs and struggling readers to access the curriculum.</p>
<p>3.3 Organizing curriculum to facilitate student understanding of the subject matter</p>	<p>Grouping strategies provided access to the curriculum for students with varying needs. Lesson was designed to engage with students using “real world” examples and to utilize multiple learning modalities (auditory, visual, and kinesthetic).</p>
<p>3.4 Utilizing instructional strategies that are appropriate to the subject matter</p>	<p>Mr. Cassels scaffolded the lesson by including modeling, guided practice and independent practice components. The lesson also included an opportunity for students to put their learning into practice using real life situations and scenarios (analyzing actual examples of “fake news” on social media).</p>
<p>3.5 Using and adapting resources, technologies, and standards- aligned instructional materials, including adopted materials, to make subject matter accessible to all students</p>	<p>Mr. Cassels incorporated various instructional materials including a SmartBoard and an internet-connected computer. He also asked students to utilize their own devices (computers, smartphones, etc.) to complete the independent practice portion of the assignment. Mr. Cassels used adopted instructional resources from a variety of sources including NPR.org, the New York Times, and Stanford University’s History Education Group’s study on fake news. (Mr. Cassels indicated that some of these even provided resources for ELLs.)</p>
<p>3.6 Addressing the needs of</p>	<p>Mr. Cassels provided accommodations and supports including annotated text,</p>

English Learners and students with special needs to provide equitable access to the content	an audio recording, visual aids, grouping strategies and additional assistance for ELLs and students with greater needs.
Notes on Focus Student	<p>Candidate’s focus student interventions (from the Focus Student Selection)</p> <p>Intervention #1: <i>Modified /Annotated Reading</i> Key terms in the reading were annotated for struggling readers and ELLs.</p> <p>Intervention #2: <i>Presentation of Materials</i> (Auditory/ELL students will be provided streaming audio links to NPR broadcasts.)</p> <p>Intervention #3: <i>Modified Grading</i> – Materials for independent practice were designed with student abilities in mind.</p>
Additional Notes on the Inquiry	<p>Candidate’s intended teacher & student outcomes from the IIP:</p> <p><i>Intended Teacher Outcome:</i> Mr. Cassels sought to gain a better understanding of how to use differentiation and high interest materials to engage with students. This lesson demonstrated his attempt to do both.</p> <p><i>Intended Student Outcome:</i> Mr. Cassels sought teach students how to determine reliable sources from unreliable ones on social media. He used both formative along the way to check for understanding, and summative assessments at the end of the lesson to gauge student success.</p>

After the Observation, meet with your SP to debrief. Review and discuss their observation notes, and then complete the following reflection.

Post-Observation Conference
<p>2. How does the observed evidence compare with my expected outcomes? What surprised me about the lesson?</p> <p>I had hoped that the grouping strategy would be useful in addressing students’ needs, but I found that it was helpful in terms of classroom management, as well. Perhaps the physical movement of frequent transitions to and from group activities served the purpose of helping students to remain more attentive and engaged.</p>
<p>3. How was my proposed action on the Action Plan observable during my lesson?</p> <p>I utilized both pre-assessments and personal knowledge of student needs (in-class observation, work samples and IEP assessments) to help me group students accordingly.</p> <p>I utilized three differentiation strategies (grouping, modified assignments & materials, and modified presentation of materials) throughout the lesson.</p> <p>I used both formative and summative assessments to determine student understanding and make adjustments when necessary.</p>
<p>4. As a result of this observation, what “next steps” will I take as I continue to learn about meeting the needs of EL learners and backwards planning?</p> <p>I plan to continue to explore more task-based lesson plans. I believe that students were more dedicated to inquiry and more engaged in the learning process.</p> <p>I will now be regularly using annotated texts to assist my ELLs and struggling readers. I realized this helped them to access the material considerably more than I had anticipated.</p> <p>I will work to develop more forms of differentiation, particularly group-based learning. I find that it keeps students more engaged and serves to address the needs of all students more effectively.</p>

5. Please respond to any questions posed by your SP in the observation notes.

“How did you determine which students would be grouped together?”

Pre-assessment outcomes were the primary determining factor. But personal knowledge of each student were contributing factors as well, e.g. their work habits, previous work samples, and peer dynamics (do they work well with others in their group?) to determine grouping.

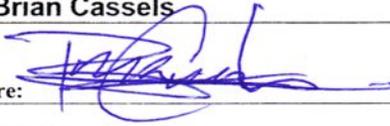
“Sourcing, Contextualization and Corroboration were all areas addressed in the lesson. Why the focus on SOURCES?”

I feel like half the battle can be won simply by addressing the sources of the information we encounter. These other factors should not be forgotten, but based on the research I did in preparing for this lesson plan, most pointed to suspicious sources as the heart of the issue.

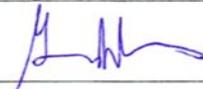
Candidate Name: **Brian Cassels**

SP name: **George Woods**

Candidate Signature:



SP Signature:



Date: **March 10, 2017**

Date: **March 10, 2017**

*All signatures must be collected for the e-portfolio submission in TK20.

Brian Cassels Lesson Plans

Wednesday March 8, 2017

Contemporary Issues

FAKE NEWS/VERIFYING SOURCES

Lesson:

Students will inspect various online news information and will be asked to determine reliable information from unreliable information by using critical thinking skills and technology to verify sources and claims they make.

CONTENT STANDARD:

Historical Analysis Skills, Research, Evidence, and Point of View:

"1. Students distinguish valid arguments from fallacious arguments in historical interpretations."

COMMON CORE STANDARD:

Reading Informational Text – Integration of Knowledge & Ideas:

"8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning."

Objectives:

- Students will identify the potential harms of fake news.
- Students should be able to distinguish reliable sources from unreliable sources.
- Students should be able to describe which examples of a list of sources can be trusted, and explain why.

Plan:

1. **Bell Activity:** Brief Questionnaire (5 min)
2. **Introduction:** Ask students to share answers/discuss. Introduce objective (5 min.)
3. **Paired Activity:** Students will pair up and discuss initial questions (5 min.)
4. **Whole Class:** PowerPoint presentation (15 min)
5. **Guided Practice:** Pages 1 & 2 of assignment (5 min)
6. **Group Activity:** Pages 3 & 4 of assignment / share & discuss (10 min)
7. **Independent Practice:** Pages 5 & 6 of assignment (10 min.)

Materials:

- SmartBoard
- PowerPoint presentation (Flash Drive)
- Pads of lined paper (for group notes)
- Student Questionnaire
- Summative Assessment

Differentiation:

- Frontload Vocabulary / Annotated reading materials (for ELLs & BL readers)
- Pair and Share (students choose partners for initial discussion)
- Whole Class - during PwrPt presentation
- Designated groups (Heterogeneous)
- Supplemental activities (for AL / early finishers)

Assignments:

Fake News / Verifying Sources

Standards:

Attachments:

Student Questionnaire.docx

ReliableSources..pdf

Evaluating Sources.docx

REFLECTION AND EVIDENCE - INQUIRY II

After re-rating yourself on the Continuum of Practice, select two indicators from either CSTP 1 or 3 that best demonstrate your progress throughout the Inquiry. List the CSTP indicator in the first column. In the middle column, identify the best piece of evidence that illustrates this growth. In the column to the right, describe your evidence of growth. **Attach your evidence to this document and keep for your portfolio.**

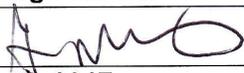
CSTP Indicator:	Select one:	Describe:
<p>1.2: (Teacher) Uses school resources and prior knowledge, cultural backgrounds, life experiences, and interests to connect to student learning.</p> <p>(Student) Students make connections between curriculum and their prior knowledge, backgrounds, life experiences, and interests.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student work samples <input type="checkbox"/> Focus Student perspective <input type="checkbox"/> Assessment data <input type="checkbox"/> Annotated Lesson Plan <input type="checkbox"/> Annotated section of SP or MT Lesson Observation Cycle <input type="checkbox"/> Student survey results <input type="checkbox"/> Student reflections <input type="checkbox"/> Photos <input type="checkbox"/> Video <input checked="" type="checkbox"/> Other: student "Snapshot Autobiography" work sample. 	<p>Student Cumulative files provide a wealth of background information about student strengths, needs and educational history. Among these sources are past assessment data, psycho-educational reports, and prior & current IEPs. These resources help to implement accommodations, modifications and supports, and to help establish baselines.</p> <p>But to better understand the influence of students' cultural backgrounds, learning preferences and motivating factors, it is naturally better to focus on the source. For this purpose, I use a project called "Snapshot Autobiography" in which students are asked to share key moments and details about their lives. Together, these provide remarkable tools for improving student learning.</p>

CSTP Indicator:	Select one:	Describe:
<p>3.4: Integrates research-based effective practices and instructional strategies appropriate to subject matter to meet students' diverse learning, to ensure student understanding of academic language, and guide students in understanding connections within and across subject matter.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student work samples <input type="checkbox"/> Focus Student perspective <input type="checkbox"/> Assessment data <input checked="" type="checkbox"/> Annotated Lesson Plan <input type="checkbox"/> Annotated section of SP or MT Lesson Observation Cycle <input type="checkbox"/> Student survey results <input type="checkbox"/> Student reflections <input type="checkbox"/> Photos <input type="checkbox"/> Video <input type="checkbox"/> Other: (please describe) 	<p>When planning assignments, I use a combination of data and information to determine differentiated instruction. To help establish a baseline, I use student IEP assessment scores, lesson-specific pre-assessments, and considerations of individual student needs and behaviors (e.g., willingness to cooperate with others in their group, previous group participation, etc.) to determine group assignment.</p> <p>During instruction, formative assessments combined with observation and interaction during group work help me to make determinations regarding student understanding and to guide decisions about when concepts should be revisited.</p> <p>For ELLs and students reading below level, annotated reading materials, identifying "trouble words", and front-loading content vocabulary assists in accessing the reading materials.</p>

Candidate Name: **Brian Cassels**

SP Name: **George Woods**

Candidate Signature: 

SP Signature: 

Date: **March 24, 2017**

Date: **March 24, 2017**

EVIDENCE

For

CSTP INDICATOR 1.2

Amazing

Snapshot Autobiography Project

What is history? Many people describe history as the study of the past, a huge collection of names, dates, and facts that you are expected to memorize. The goal of this assignment is for you to discover other meanings of history and to recognize why it is important to study history.

In this project, you will think about the meaning of history by describing and illustrating several events from your own life, finding a witness to provide another description of one of those events, and thinking about the similarities and differences between the two descriptions.

Part I: Snapshot Autobiography

- 1) Take blank, regular size piece of paper and fold it so that it forms 3 panels (like a letter you'd mail). Counting front and back, you should have 6 panels.
- 2) The first panel is the cover for your Snapshot Autobiography.
 - Give your autobiography a title, for example, "Snapshots from the Life of Kathy."
 - You may illustrate it if you wish.
- 3) On the back panel write a brief "About the Author" section. Include your name, place and date of birth, and anything else you want people to know about you. You may include a self-portrait if you like.
- 4) This leaves four panels. In the first of these panels, write about your birth. In the other three panels, you are going to write about important events that have shaped you as a person. This means that you are selecting a total of three important events (besides your birth) from your life.
 - You will be interviewing another person about one of these events, so make sure to pick at least one event that someone else knows about.
 - For each of these three events, write a narrative (story) describing what happened. Make sure you describe it from start to finish. Pretend that someone who doesn't know you will be reading your story and trying to understand it. Be sure to include details!
 - Illustrate each event with a small, hand-drawn picture.

Name: _____

Part II: Homework: Snapshot Biography – Another Perspective

Now is your chance to talk to somebody else who remembers one of the important events you chose.

- 1) Select **one** of the events you wrote about.
- 2) Find somebody who remembers that event. For example, a parent, grandparent, sibling, or friend who will be familiar with the event you described.
- 3) Ask the person you chose to tell you their version of the story. In order to make sure that you are getting *their* version, ask them an open question about the event, for example, "Mom, do you remember when Jane and I started being friends in fifth grade? Can you tell me what you remember about when we met?"
 - Take careful notes of the interview. Pay attention to which parts of their story are different from your own.
 - Make sure to thank the interviewee for their participation in this project!

Name of the person being interviewed: _____

Relation to you: MOM

Event from Snapshot Autobiography they will be corroborating (cross-checking):

Interview Notes

she felt happy. I was for 2 months in a hospital. She felt sad because I was going to be operated by the heart. My mom had to take with specialist. It took me 4 years to talk. My mom felt sad cause she know that it was going to be a struggle to not see.

What do the two stories have in common?

well my mom told me what happened. I live it with my own experiences. even doe I dont remember what happen to me.

What is different about the two stories?

The different was what i didnt know she told me.

1 How did you feel when the doctor told you it was a boy or a girl.

2 For how long how was in the hospital

3 How did you feel when the doctor told you I was about to die.

4 When I got home I had problems

5 When did I start talking

6 How did you felt when the doctor told you I was going to be blind.

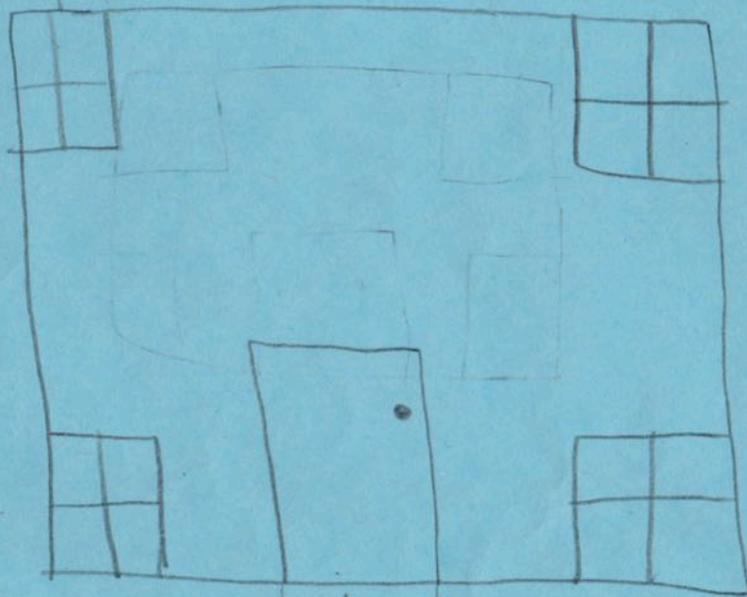
people my not see the
struggle by [REDACTED]



An autobiography
by [REDACTED]

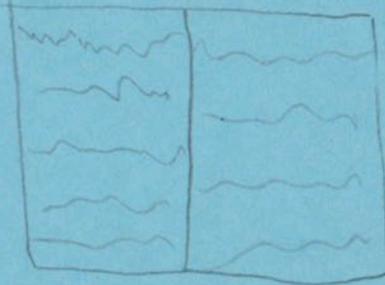
I was born on September
22, 2000 on a Friday
don't remember the time
I was only 2 pounds
I was in the Beverly
hospital

Hospital



When I was born life
wasn't easy for me. I
was taken by a helicopter
to a hospital just as I
was learning how to breath
My mind was like a blind
dream that wasn't gonna
see the light I felt
there was no air on
sight Is my heart
made out plastic can
I still love can I
withstand the pain and
have peace like a dove

About the Air



About the author

when I was in six grade
I went to Kaye ever
center now I m in the
11 grade about to be six
years in that school



I'm 15 years old and I
was born September 22, 2000
and I live in California
for 15 years with my 4
parents and two sisters
and my dog



I'm a cheerleader
and I love dancing
I wrote poetry
I was in the
mobile film I
made a movie about
my story I was
in the All west
Coast Journey Dance
sport 2016

EVIDENCE

For

CSTP INDICATOR 3.4

Brian Cassels Lesson Plans

Wednesday March 8, 2017

Contemporary Issues

FAKE NEWS/VERIFYING SOURCES

Lesson:

Students will inspect various online news information and will be asked to determine reliable information from unreliable information by using critical thinking skills and technology to verify sources and claims they make.

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Objectives:

- Students will identify the potential harms of fake news.
- Students should be able to distinguish reliable sources from unreliable sources.
- Students should be able to describe which examples of a list of sources can be trusted, and explain why.

Plan:

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- Designated groups (Heterogeneous)
- Supplemental activities (for AL / early finishers)

Assignments:

Fake News / Verifying Sources

Standards:

Attachments:

Student Questionnaire.docx

ReliableSources..pdf

Evaluating Sources.docx

KEY TERMS FOR FAKE NEWS / VERIFYING SOURCES LESSON

SATIRE - wit, irony, or sarcasm used to expose and discredit vice or foolishness

CLICKBAIT – internet content designed to attract attention and encourage visitors to click on a link to continuous web pages.

BIAS - favor for or against one thing, person, or group compared with another, usually in a way considered to be unfair.

MAINSTREAM MEDIA - traditional forms and sources of mass communication, such as newspapers, television, and radio (as opposed to the Internet), as a whole.

DOMAIN – an internet address, e.g. *www.google.com*

SPONSORED CONTENT - material in an online publication which resembles the publication's editorial content (such as a news article) but is paid for by an advertiser and intended to promote the advertiser's product.

CORROBORATE – to confirm; to support with evidence or authority; to make more certain

You will be asked to use these terms in your verbal responses during class discussion as well as at the end of this lesson.

Student Questionnaire

1. Do you currently have or have you at some time in the past had one or more social media accounts?
 - Yes
 - No

2. How many social media profiles and/or accounts do you currently use?
 - none
 - 1
 - 2 - 3
 - 3 or more

3. Where do you get your information about current events? (check all that apply.)
 - At school
 - TV and/or radio
 - Newspapers, magazines
 - Online
 - Other (specify) _____

4. How often do you read or watch news pieces on your social media account(s)?
 - Every day
 - 1 to 4 times a week
 - 5 times or more
 - Never

5. Do you encounter news articles, memes or videos you know or believe to be false?
 - Sometimes or rarely
 - Nearly every day
 - Never / Hardly ever
 - Doesn't apply to me

6. Understanding current events is important to me.
 - Most definitely
 - Somewhat
 - Only the necessary stuff
 - Why bother?

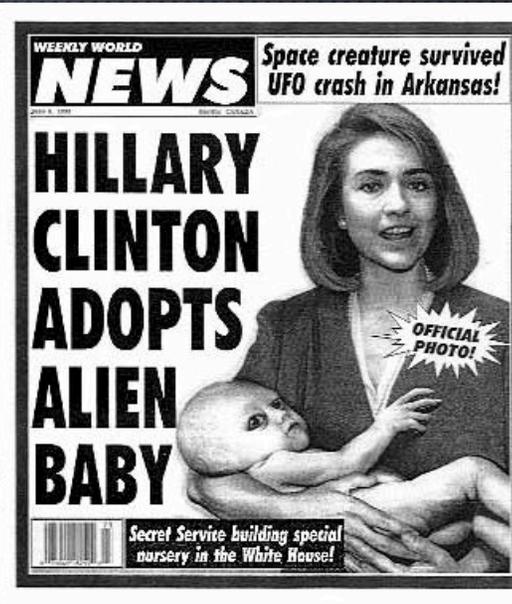
RELIABLE SOURCES

PLEASE COMPLETE THE QUESTIONNAIRE...

5 minutes

LESSON OBJECTIVE:

"STUDENTS SHOULD BE ABLE TO DISTINGUISH RELIABLE SOURCES FROM UNRELIABLE SOURCES."



PAIR AND SHARE

1. *WHAT DOES THE PHRASE “FAKE NEWS” MEAN?*
2. *HAVE YOU OR SOMEONE YOU KNOW EVER FALLEN FOR OR SHARED FAKE OR INACCURATE NEWS OF SOME KIND?*
3. *WHY DOES IT MATTER IF WE CAN'T TELL REAL NEWS FROM FAKE NEWS?*

DISCUSS

5 minutes

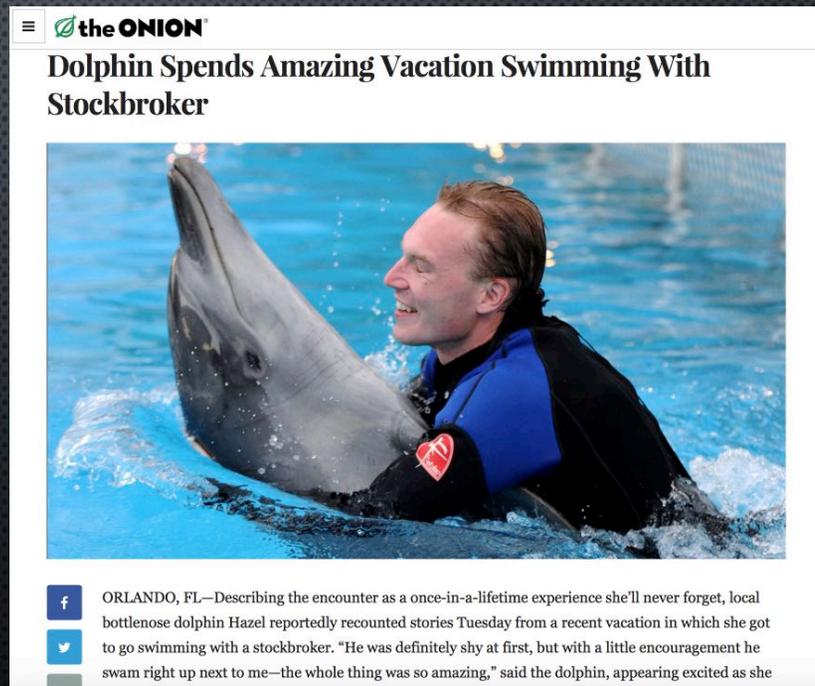
WHAT DOES “FAKE NEWS” MEAN?

FAKE NEWS IS FALSE INFORMATION MEANT TO:

- **HUMOR** (SATIRE – TO MAKE FUN SOMEONE OR SOMETHING)
- **MISLEAD** (MAKE YOU BELIEVE IN SOMETHING EITHER PARTIALLY OR COMPLETELY UNTRUE)
- **DISTRACT** (MAKE YOU PAY ATTENTION TO ONE THING IN THE HOPES YOU WILL IGNORE ANOTHER)
- **TRICK** YOU INTO CLICKING ON MORE AND MORE LINKS (CLICKBAIT).

FAKE NEWS TAKES MANY FORMS...

SATIRE - the use of humor, irony, exaggeration, or ridicule to expose and criticize people's stupidity or vices



FAKE NEWS TAKES MANY FORMS...

CLICKBAIT-
content whose main purpose is to attract attention and encourage visitors to click on a link to a particular web page

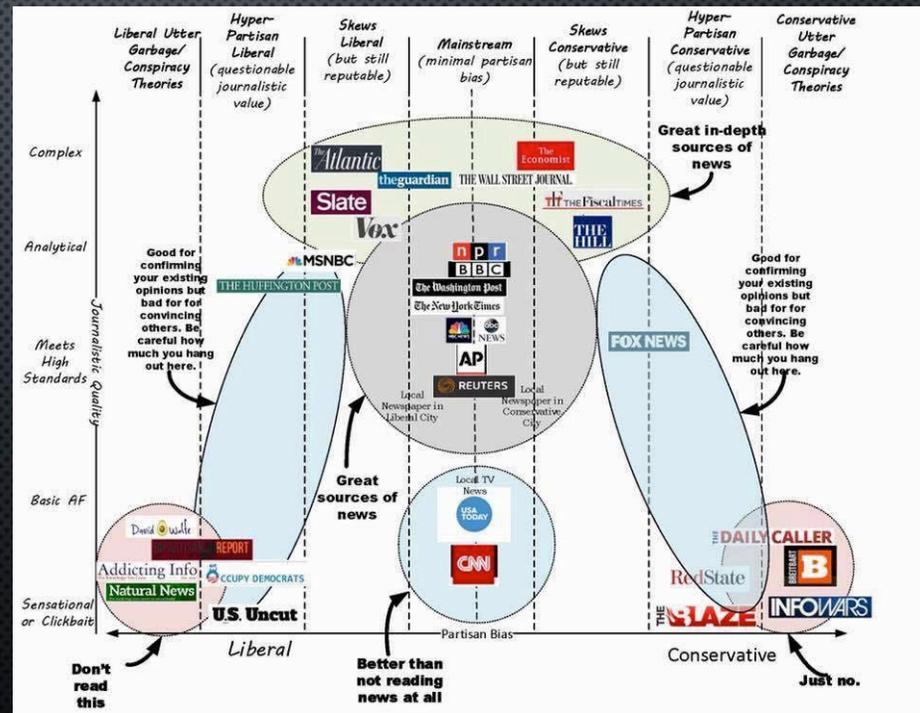
YOU MAY LIKE Sponsored Links by Taboola

 <p>20 Fat Celebs Who Are Now Skinny PressRoomVIP</p>	 <p>19 Embarrassing Images That Will Make You Grin Like an Idiot RIPBird</p>	 <p>11 Former Child Stars Who Sure Look Different These Days Answers</p>
 <p>Celebrities Who Got Better Looking With Age American News</p>	 <p>20 Richest Soccer Players - You Won't Believe #4! LockerRoomVIP</p>	 <p>The Stupidest People All In One Gallery ViralNova</p>

FAKE NEWS TAKES MANY FORMS...

BIAS-

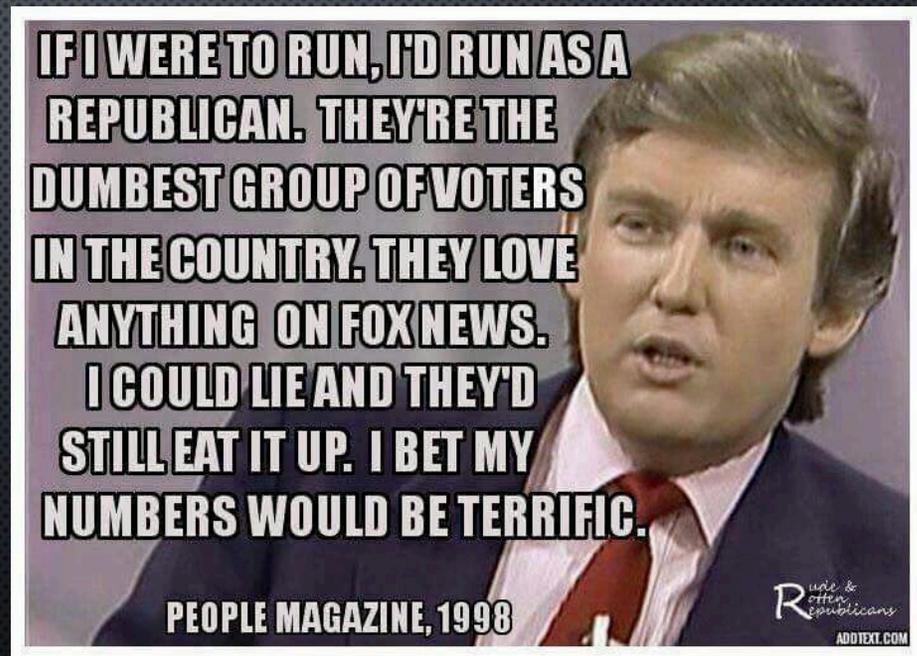
News that shows favoritism to one side of politics or the other



FAKE NEWS TAKES MANY FORMS...

LIES -

Deliberately misleading or false statements meant to create a narrative that is just simply **UNTRUE.**



PAIR AND SHARE

1. ARE SOME OF FORMS OF UNRELIABLE NEWS MORE DANGEROUS THAN OTHERS? WHICH? WHY?
2. WHAT HAPPENS WHEN MAINSTREAM MEDIA IS LABELED AS “FAKE” BY THOSE WHO SEE CERTAIN STORIES AS OPPOSING THEIR POLITICAL AGENDA?
3. WHAT IF OUR LEADERS SPREAD FAKE NEWS, THEMSELVES?

5 minutes

**1. ARE SOME OF FORMS OF UNRELIABLE NEWS
MORE DANGEROUS THAN OTHERS? WHICH? WHY?**



1 minute

1. ARE SOME OF FORMS OF UNRELIABLE NEWS MORE DANGEROUS THAN OTHERS? WHICH? WHY?



vs.

92% Rain, but you still have to go to Massenet's party.

the ONION®
America's Finest News Source

VIDEO POLITICS SPORTS SCIENCE/TECH LOCAL ENTERTAINMENT

I Don't Vaccinate My Child Because It's My Right To Decide What Eliminated Diseases Come Roaring Back

COMMENTARY · Opinion · Disease · Medicine · Healthcare · ISSUE 91-03 · Jan 23, 2015

By Andrea Martin

Share on Facebook 100.8K Share on Twitter 17.4K 2.7K

The screenshot shows a satirical news article layout. It includes a navigation bar with categories like VIDEO, POLITICS, SPORTS, SCIENCE/TECH, LOCAL, and ENTERTAINMENT. The article title is prominently displayed, followed by its classification as a commentary and the author's name. Social media sharing buttons for Facebook and Twitter are visible at the bottom.

**2. WHAT HAPPENS WHEN MAINSTREAM MEDIA IS
LABELED AS “FAKE” BY THOSE WHO SEE CERTAIN
STORIES AS OPPOSING THEIR POLITICAL AGENDA?**



1 minute

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&



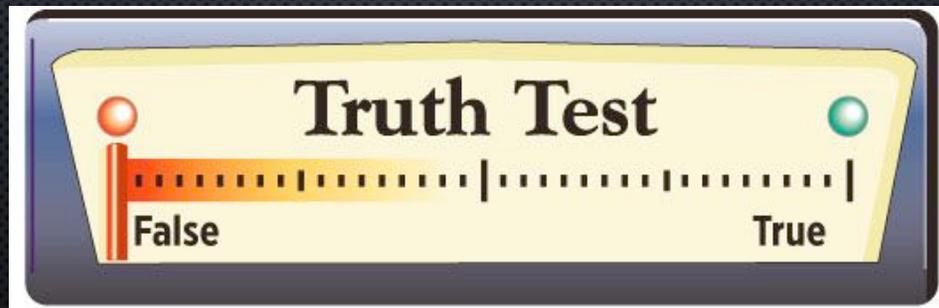
3. WHAT IF OUR LEADERS SPREAD FAKE NEWS, THEMSELVES?



1 minute

**3. WHAT IF OUR LEADERS SPREAD FAKE NEWS,
THEMSELVES?**

SO HOW DO WE FIGHT FAKE NEWS?



Tip #1. PAY ATTENTION TO THE DOMAIN AND URL

ESTABLISHED NEWS ORGANIZATIONS USUALLY OWN THEIR DOMAINS AND THEY HAVE A STANDARD LOOK THAT YOU ARE PROBABLY FAMILIAR WITH.

WHICH IS REAL? WHICH IS FAKE?



Tip #2: Be wary of sites with domains like...

*Sites ending in **.CO**

(cnn.com.co or abc.com.co)

*Articles that include **TUMBLR, WORDPRESS & BLOGGER** in their domains (<https://70news.wordpress.com/>)

*And lets be honest, memes and articles that originate on social media (**Facebook, Tumblr, Twitter, Instagram, etc.**) and can't be traced to original sources can be questionable as well...

Safari File Edit View History Bookmarks Window Help
70news.wordpress.com
70NEWS
sharing news that matters to you

Home POLITICS MELANIA & IVANKA NEWS HILLARY'S HEALTH RELIGION

FAKE HATE! ANDREW KING ARRESTED AFTER SPRAYING SWASTIKAS OUTSIDE HIS HOME AND PUT BLAME ON TRUMP SUPPORTERS
POSTED ON MARCH 22, 2017



70 News
696 likes
Search is taken away
then dumb and silent
Like Page Like Share

Be the first of your friends to like this

70 News shared The Real Housewives of Beverly Hills's post.
1 hr

Just watched The Real Housewives of Beverly Hills and the Hong Kong mess of Erika, Doni, Lisa Rinna, and later Eileen is just so over the top!

The Real Housewives of Beverly Hills
4 hrs Like Page



TIP #3: BEWARE OF SPONSORED CONTENT ARE THEY TRYING TO SELL YOU SOMETHING? IF SO, WHAT'S THEIR AGENDA?

A Map of American Electricity Use in 1921
Power was not evenly distributed.
ALEXIS C. MADRIGAL 3

Source: The New York Times
Electricity Use of Each of the United States is Based on National Energy
Consumption (1921-1922)

SPONSOR CONTENT PRESENTED BY IBM

Reaching the Multi-Tasking Consumer on Their Mobile Device
As consumers become more dependent on mobile devices, companies will need to build platforms and create experiences that meet the needs of these on-the-go customers.
TYLER M. TRIBE, MANAGER OF COLLABORATION SOLUTIONS, IBM

Chris Christie's Attack on the Civil-Liberties Wing of the GOP
The New Jersey governor exploited the 9/11 dead to argue that concerns about the NSA and the national-security state are "esoteric."
CONOR FRIEDERSDORF 75

Tip #4: Be wary of sites where all the articles are written by **only one author...**

-or-

Sites that tend to use **ALL CAPS** in headlines or **!! EXTRA PUNCUTATION !!** to make their point.

-or-

Sites that have no **“Contact Us”** or **“About Us”** pages allowing readers to keep them accountable.

CORROBORATE

Tip #5: **BACK IT UP** with what other sites reporting about it

IF A NEWS STORY IS REAL, OTHER NEWS OUTLETS WILL LIKELY COVER IT.

SEARCHING FOR THE TOPIC ON A SEARCH ENGINE SUCH AS **GOOGLE NEWS** SHOULD REVEAL IF A STORY IS GENUINE.

**HOW DO YOU
CORROBORATE YOUR
SOURCES?**

SEVERAL WEBSITES PROVIDE USEFUL FACT-CHECKING SERVICES AVAILABLE ONLINE:

- ***POLITIFACT** (politifact.com)
- ***FACTCHECK.ORG** (<http://www.factcheck.org>)
- ***OPEN SECRETS** (www.opensecrets.org/)
- ***THE SUNLIGHT FOUNDATION**
(sunlightfoundation.com)
- ***SNOPE** (www.snopes.com)

**BUT MOST IMPORTANTLY...
USE YOUR SNIFFER.**

***"IF IT LOOKS LIKE POO, AND IT
SMELLS LIKE POO, DON'T
BOTHER DOING A TASTE TEST"***

Let's put it to practice...

AS A CLASS: LOOK OVER THESE SCREENSHOTS OF THE POPULAR NEWS SITE, THE DAILY BEAST. IDENTIFY WHICH ARE NEWS ARTICLES, WHICH ARE OPINION PIECES AND WHICH ARE ADVERTISEMENTS. EXPLAIN YOUR ANSWERS.

What is this?

A. A news article?

B. An opinion piece / editorial?

C. Sponsored content?

THE DAILY BEAST POLITICS ENTERTAINMENT WORLD U.S. TECH ARTS + CULTURE DRINK + FOOD STYLING

CHEAT SHEET

1. PERSONAL SPACE
House: No More Internet Privacy

House Republicans voted to repeal FCC Internet privacy protections on Tuesday.

2. OK THEN
WH Staff To Skip Correspondents Dinner

They say they're doing so in "solidarity" with President Trump.

3. WHY NOT?
Nunes Will Not Reveal Source to His Cmte

"We will never reveal those sources and methods."

POLITICS Jonathan Ernst / Reuters

NUNES INVESTIGATED FOR SPILLING SECRETS?

House rules compel Congress to "investigate any unauthorized disclosure of intelligence." That's what the intel chair seems to have done when he talked about Team Trump and Russia.

By Tim Mak

What is this?

A. A news article?

Don't let the logo fool you. Instead, check the other articles in the column. And there is no indication of "sponsored content".

THE DAILY BEAST POLITICS ENTERTAINMENT WORLD U.S. TECH ARTS + CULTURE DRINK + FOOD STYLING

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B. An opinion piece / editorial?

C. Sponsored content?

8. THE RARE APOLOGY

D'Reilly Apologizes for Racist Remark

calls his remark about Maxine Waters' hair "dumb."



9. PRECEDENT

Trump: I Can't Be Sued While I'm Prez

10. OUTFOXED

-Fox News CFO Offered Immunity

SPONSORED CONTENT



ENTER YOUR NAME, WAIT 14 SECONDS, BRACE YOURSELF

TRUTHFINDER



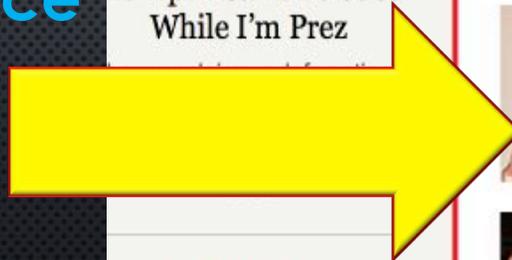
DOING THIS ONCE A DAY CAN REVITALIZE SKIN, HAIR, EVEN NAILS

BEVERLY HILLS BEAUTY LABS



2017 - LATEST HEARING AIDS !

HEAR.COM



What is this?

C. Sponsored content?

Again, look at the heading at top of the column. Then below the ad is *the actual sponsor.*

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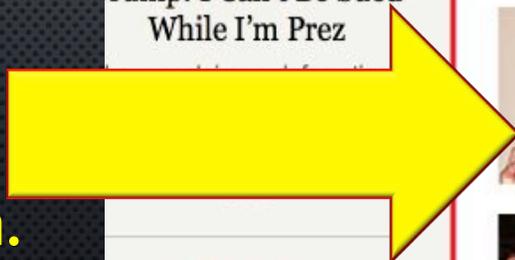
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What is this?

A. A news article?

B. An opinion piece / editorial?

C. Sponsored content?

The image shows a collage of news snippets and opinion pieces. A large yellow arrow points from the left column to the right column.

Left Column:

- Top: A hand holding a smartphone displaying a news article. Below it, the headline reads: **UBER COINS TERMS 'JEWBERS' AND 'UBERHUE'**. The author is *By Gideon Resnik*.
- Middle: A snippet of text: "committee has become 'tainted.'" with two small circular icons below it.
- Bottom: A snippet of text: **6. RESHUFFLING** followed by **DNC Asks All Staffers for Resignations**. Below it, a sub-headline: *As party org looks to remake its image after crushing election loss*.

Right Column:

- Top: A red banner reads **COLUMNISTS**.
- Middle: A snippet of text: **8. THE RARE APOLOGY** followed by **O'Reilly Apologizes for Racist Remark**. Below it, a sub-headline: *Calls his remark about Maxine Waters' hair 'dumb.'*
- Bottom: A red banner reads **SPONSORED CONTENT**.

Opinion Pieces (Right Column):

- Top: A woman's portrait. Headline: **Italy's Horrific Suitcase Murder Mystery**. Author: *Barbie Latza Nadeau*.
- Middle: A man's portrait. Headline: **'America First' Energy Plan Is Oil First**. Author: *Jay Michaelson*.
- Bottom: A woman's portrait. Headline: **Feds Want to Starve Sanctuary Cities**. Author: *Betsy Woodruff*.

What is this?

B. An opinion piece / editorial?

Check the heading at the top of the column. It says “columnists”, which means it’s an editorial.

The screenshot shows a news website layout with several articles. A large yellow arrow points from the text on the left to the 'COLUMNISTS' section on the right. The 'COLUMNISTS' section is highlighted with a red box and contains three articles, each with a profile picture of the author. Below the 'COLUMNISTS' section is a red box labeled 'SPONSORED CONTENT'. The other articles visible include '6. RESHUFFLING' and '8. THE RARE APOLOGY'.

committee has become "tainted."

6. **RESHUFFLING**
DNC Asks All Staffers for Resignations
As party org looks to remake its image after crushing election loss

COLUMNISTS

Italy's Horrific Suitcase Murder Mystery
Barbie Latza Nadeau

'America First' Energy Plan Is Oil First
Jay Michaelson

Feds Want to Starve Sanctuary Cities
Betsy Woodruff

SPONSORED CONTENT

8. **THE RARE APOLOGY**
O'Reilly Apologizes for Racist Remark
Calls his remark about Maxine Waters' hair "dumb."

LIBER COINS TERMS 'JEWELERS' AND 'UPPERHUE'
By Gideon Resnik

TOM GIN

ED THE RIDDLE OF OLD
by [unclear]

Now, let's try something else...

**AS A CLASS: LET'S LOOK OVER THIS SCREENSHOTS
OF AN ACTUAL TWITTER MEME...**

FAKE? or REAL?

Using the resources you own (Hint: Smartphone or tablet), determine which are real and which are not.

A screenshot of a Facebook post. At the top left is a blurred profile picture. The text of the post reads: "Trump is getting support from every leader, and that's the support that will make him grow great and strong. These elections will bring an immense change in our country." Below the text is a photograph of Donald Trump and Pope Francis. Under the photo, the text says: "BREAKING: Pope Francis Just Backed Trump, Released Incredible Statement Why- SPREAD THIS EVERYWHERE". Below that is a link: "WWW.DAILYPRESSER.COM | BY THE AMERICAN PATRIOT". At the bottom of the post are interaction buttons: "Like", "Comment", "Share", and "Embed". Below these buttons, it shows "125" reactions and a "Top Comments" dropdown menu.

Trump is getting support from every leader, and that's the support that will make him grow great and strong. These elections will bring an immense change in our country.



BREAKING: Pope Francis Just Backed Trump, Released Incredible Statement Why- SPREAD THIS EVERYWHERE

WWW.DAILYPRESSER.COM | BY THE AMERICAN PATRIOT

Like Comment Share Embed

125 Top Comments

FAKE? or **REAL?**

This was actually one of the most widely shared FAKE NEWS stories of 2016.

How did you know?

CORROBORATION & VERIFICATION



Trump is getting support from every leader, and that's the support that will make him grow great and strong. These elections will bring an immense change in our country.



BREAKING: Pope Francis Just Backed Trump, Released Incredible Statement Why- SPREAD THIS EVERYWHERE

WWW.DAILYPRESSER.COM | BY THE AMERICAN PATRIOT

Like Comment Share Embed

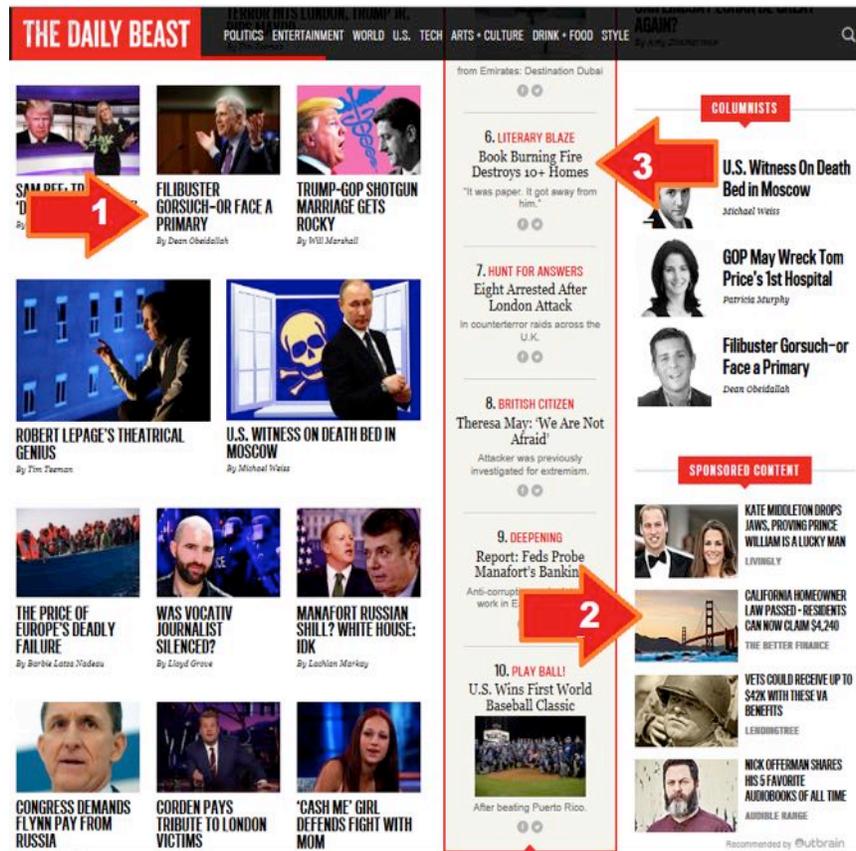
125 Top Comments

**NOW, LET'S BREAK UP INTO THE
GROUPS YOU WERE ASSIGNED, AND
WORK TOGETHER TO FIND RESPOND
TO THE NEXT EXAMPLES IN YOUR
PACKET.**

**WE'LL DISCUSS YOUR ANSWERS IN
JUST A FEW MINUTES.**

Fake News / Evaluating Sources

AS A GROUP: Look over this screenshot of the popular news sight, *The Daily Beast*. Identify which are news articles, which are opinion pieces and which are advertisements. Explain your answers.



1. This is NEWS / OPINION / ADVERTISEMENT (circle one) because

2. This is NEWS / OPINION / ADVERTISEMENT (circle one) because

3. This is NEWS / OPINION / ADVERTISEMENT (circle one) because

Online Jobs Journal

Breaking News. Top Stories. Trusted Sources

"How" A Stay At Home Mom Makes \$5700/ Month Using Google"

Posted by Anthony on Friday, June 2, 2009 and filed under Finance.



Many sites showcase people making as much as \$300 a day working online from home on their computer.

Are **online jobs** the next big thing? For Mary Steadman it sure is. Mary, a mother of 2, is thriving, in the middle of an economic recession working in the comfort of her own home.

From her website: "I get paid about \$25 for every link I post on Google and I get paid every week... I make around \$7200 a month right now"

Mary's story is a very familiar one in these tough times. She lost her job as an account rep for a manufacturing company and a few days later her husband also was laid off from his job as part of cutbacks due to the bad economy.

"We knew we had to do something, so we put our heads together and started trying online job opportunities." Mary and her husband Kevin wound up getting caught up in a few quick rich business opportunities that were nothing more than pyramid schemes before finding something that really worked.

"I realized the best thing to do is instead of hoping that a company that you are looking at is going last, why not go with a big, reputable company. After looking at several different companies, I picked the safest bet... Google."

Online giant Google is a publicly traded company and is worth an estimated \$100 Billion. The company has pioneered online search and has changed the way we use the internet.

In a matter of weeks Mary and Kevin had a steady stream of income



Mary Steadman lost her "boring" job as an account rep for a manufacturing company a few months ago. She now makes \$7000+ a month by just submitting small texts and ads online on Google. Read her story to learn how she did it and how you can do the same.

Step 1:
Get [Google Biz Kit](#)

Step 2:
Post Links given to you by Google

ARTICLE SUMMARY

Stay-at-home mom Mary Steadman tells us how she rescued her family from the recession and now makes over \$7000/month by using the Google Biz Kit. Mary told us why she loves working with Google:

- ✔ "I work **only 2-3 hours a day**"
- ✔ "Work when I want, **no obligations**"
- ✔ "Weekly checks from Google"
- ✔ "Start immediately, **no experience required**"
- ✔ "It free to start, you have **nothing to lose.**"

[Click Here to get the Google Biz Kit](#)

ADVERTISEMENT

**\$200- \$300
Every Day
To Work
From Home**

4. AS A GROUP: Stay at Home Mom makes \$5700 mo.:

Takis Causing Children to Get Sick With Ulcers

Posted on by Daily Buzz Live



Share The Knowledge!

[Share](#) 1170 [Tweet](#) 6 [Pin](#) 4 [share](#) 1 [share](#) 2 [Email](#) 2

Takis Causing Children to Get Sick With Ulcers And Cancer.

A 39 year old Lancaster, California mother, Rita Johnson, rushed her 10-year-old daughter to an urgent care with extreme stomach pain over the weekend. The child was experiencing these stomach pains off and on for about two days.

During the examination, E.R. Doctor Robert Matthews, evaluated her stomach, ran blood tests and urine tests. He also check for tenderness and found the area that was causing her daughter's pain.

Dr. Matthews questioned the mother about the girls eating habits. Johnson assured the doctor that they had a very consistent and healthy eating pattern, but she would allow her daughter to have about three bags of Takis per month. As soon as the doctor heard this, he warned her right away about the dangers of that snack.

According to recent reports, a 16 month old patient was also admitted to the hospital for throat cancer due to eating these chips. The child's teeth did not even grow because his gums were affected by eating Takis and he is now undergoing chemotherapy treatment in L.A Children's Hospital.

6. INDEPENDENT PRACTICE: Takis Cause Ulcers in Children:



NEWS

My Friend Cayla dolls could actually be spies

By Joshua Rhett Miller

February 17, 2017 | 11:22am | Updated



Getty Images

MORE ON: SURVEILLANCE

Ex-con busted in student's dramatic kidnapping escape

Nunes: Trump transition team was under surveillance

Here are 23 ways Trump should follow up his

An official watchdog in Germany says a popular talking doll poses a real threat to the public — claiming the smart technology in the My Friend Cayla figure can gather personal data.

The warning — issued by Germany's Federal Network Agency, which governs telecommunications — follows legal concerns raised by Stefan Hessel, a student from the University of Saarland in western Germany, [BBC reports](#).

Hessel told [German website Netpolitik.org](#) that a

TRENDING NOW IN NEWS



114,594

Infant twin girls found dead inside apartment



78,649

Twitter freaks after Kristi Yamaguchi tells Nancy Kerrigan to 'break a leg'



64,068

Bull gores 11-inch horn up matador's butt

Plaid Shirt



7. INDEPENDENT PRACTICE: My Friend Kayla Doll:

Blank lined writing area for independent practice.