

**Formal Study Sabbatical to Improve Teaching Effectiveness:
Academic Year 2021-2022**

A sabbatical report written by
Rocio Avila
Mt. San Antonio College
September 2022

Table of Contents

I.	Sabbatical Leave Application Proposal for Formal Study to Improve Teaching Effectiveness	4
II.	Statement of Purpose	16
III.	Body of Report	17
	A. A Comprehensive and Evaluative Account of the Sabbatical Activities	18
	1. Fall 2021	18
	2. Spring 2022	21
	B. Detailed Record of Sabbatical Activities for Rocio Avila	
	1. Detailed Record of Sabbatical Activities for Rocio Avila (Fall 2021)	26
	2. Detailed Record of Sabbatical Activities for Rocio Avila (Spring 2022)	31
	3. Detailed Record of Sabbatical Activities for (Summer 2022)	34
	C. Benefits to the College	36
	D. Personal Benefits & Professional Growth	37
	E. Works Cited.....	39
IV.	Appendices	
	A. Appendix A: Transcript of Coursework	
	1. Official Transcript from the University of La Verne	40
	B. Appendix B: Teaching Certificates	
	1. Teaching in the Multi-Cultural Classroom Certificate	41

2. Inclusive Classroom Teaching Certificate	43
C. Appendix C: Teaching Strategies and Lessons	
1. Three Strategies	47
2. Lesson 1: Comprehension & Writing Graphic Organizer Comparison/Contrast	57
3. Lesson 2: KWL Plus & Data Charts for Research	60
4. Lesson 3: GIST.....	63
5. Lesson 4: Learning Strategy (Metacognition) Instruction	66
D. Appendix D: Reading Comprehension and Writing	
1. Special Needs Brain Reciprocal Teaching	68
E. Appendix E: Metacognition for Reading and Writing	
1. Metacognitive Lesson	74
F. Appendix F: Autism Lesson	
1. Autism Empathy Lesson	80
G. Appendix G: Using Growth Mindset	
1. Everyone Can Learn Lesson	84
2. Growth Mindset Lesson	85
H. Appendix H: Reading List	
1. Resources	87
V. Abstract of Sabbatical Leave	89

**Sabbatical Leave Application Proposal for Formal Study to Improve
Teaching Effectiveness: Academic Year 2021-2022**

Abstract

The goal of this formal study sabbatical will be to improve the applicant's teaching effectiveness via the completion of the Teaching in the Multi-Cultural Classroom Certificate and the Inclusive Classroom Teaching Certificate from the University of La Verne. At a time when we are striving for student equity, achievement, and support while not losing rigor in the classroom, it is important that as educators we acknowledge, learn about, and train to work with underserved populations, specifically students of color coming from special needs backgrounds. Attaining these certificates will provide the additional training needed to provide an inclusive and supportive learning environment for students who are most at risk and in need of support.

Statement of Merit and Value of the Proposed Activity to the College

Mt. SAC's Mission Statement states that

The mission of Mt. San Antonio College is to support and empower all students in achieving their educational goals in an environment of academic excellence.

Specifically, the College is committed to providing quality education, services, The College pledges to serve students so that they may achieve their full educational potential for lifelong learning, The College will carry out this commitment by providing an engaging and supportive teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals....

In order to meet our mission and live up to Mt. SAC's core values, it is important that as educators we gain the training necessary to meet not only the economic challenges our students face but also the cognitive, developmental, and physical challenges that they may experience and keep them from attaining the education they desire. This, of course, is a profoundly difficult task to achieve for every student since our classrooms include gifted or advanced learners, struggling and underperforming students, and English language learners (ELLs) who all come from varying social and economic backgrounds, but it is a task that as educators we must be committed to do our best to achieve for as many students as possible.

By acknowledging that we have numerous learners at varying ranges, one understands that acquiring skills that will aid in a differentiated and inclusive classroom are essential. As Carol Ann Tomlinson points out in *How to Differentiate Instruction in Academically Diverse Classrooms*, "Sometimes struggling learners are labeled as 'at risk'

a term that overlooks the portion of these learners that may well be ‘at promise’” (23).

Tomlinson’s observation is extremely evident in the ACCESS linked English 68:

Preparation for College Writing course, one of the five English 68 courses remaining at Mt. SAC. We have students in this course who have been stigmatized by labels such as at risk, ELL, disabled, and so on who are in need of professors with specialized training that can help them achieve their goals and see their promise and potential.

Since Fall 2018 when AB705 was introduced, Mt. SAC has reduced its English 68 offerings to five courses per semester, and through the use of multiple measures, most students are placed into English 1A: Freshman Composition, and this includes students with learning disabilities and other specialized needs. The limited offerings have also shifted the demographics in the English 68 courses, which makes the need for specialized training the more evident. Where before we would get a class with mixed abilities from low to high. The majority of the students consisted of those who perhaps were anxious about taking English 1A, needed a better foundation and grasp of academic English structure and rules, or needed a bit more polishing before being ready for a college level composition course. Now the classes are predominantly composed of English language learners and students with learning impairments and/or deficits that need varying approaches and specialized skills. With the exception of the specifically linked course to address the needs of our deaf population at Mt. SAC, I am currently the only professor linked with ACCESS who is actively trying to address the needs of students with learning impairments in English 68.

To that end, this sabbatical would provide the time to take Professional Development Courses (PDC) from the University of La Verne that will lead to the

completion of the Teaching in the Multi-Cultural Classroom Certificate and the attainment of the Inclusive Classroom Teaching Certificate. These are two certificates that are important to the development of skills necessary to teaching this “at promise” Mt. SAC student population in a more effective and strategic manner. The fact that many students are willingly choosing to start at the English 68 level or return to this level once experiencing difficulties in English 1A: Freshman Composition clearly shows these students want to learn. They are motivated and looking for strategies and guidance from their instructors on how they can develop the foundational skills necessary to their success. By pursuing these courses, I could become a resource not only to students but to colleagues who seek material on how to address the special needs of our students in English 1A or 1C as well. I could steer colleagues to courses that would help with their particular concerns or refer them to texts and strategies that may help them. As a department, we typically discuss pedagogical concerns, and these courses would allow me to give my colleagues some insight and advice into teaching or modifying course work to meet the needs of their students. As Tomlinson points out, “It’s increasingly important for teachers to understand how to think about cultures [and abilities] other than their own and to teach students how to learn the content they are trying to teach. Unless schools work to develop those and related competencies facultywide [sic], they will fail a rapidly growing segment of the population” (27). Awareness is key to being able to equip educators with the necessary tools to expand sound pedagogical techniques that will aid in embracing diversity and access in the classroom.

Statement of Value and Professional Growth and Enrichment

I have taught at Mt. SAC since 2006 and during this time, I have tried to grow as an educator by taking part in college programs and professional growth activities that would enrich my understanding of student needs. To that end, I have been a part of the Bridge Program, have contributed to the “Meet the Professor” New Student Segment during the orientation week prior to fall semester, have actively taken part in the Tutor in the Classroom Program, and have attended PRIDE Center, DREAM Program, and the Equity Center events with the hope of connecting and better understanding the needs of students. During my time at Mt. SAC, I have also taken the “On Course Success Principles,” “Accommodating Students with Disabilities in the Classroom,” several other development Education POD courses, and most recently the “Equity in Your Classroom—Tools and Insights to Help You Start 2020/21 Off Strong!” which has made me realize that my pedagogy and teaching toolbox need to be improved to meet the current and evolving needs of my students. This is especially more urgent now that with the use of multiple measures, many more students with learning deficits are enrolling in English 1A and English 1C where they are struggling to keep up in classes that cannot address the student needs or lack of foundational skills in one semester.

Consequently, this sabbatical is quite valuable to my professional growth and enrichment as it provides the necessary tools, I believe are needed to make me a more effective educator who is able to provide both an equitable and rigorous learning environment that keeps the “at risk” segment of the student population “at promise” by enriching my teaching pedagogy and techniques.

My goal through these courses and certificates is to better understand how I can serve our most underserved communities. As I teach English courses at Mt. SAC, especially the English 68: Preparation for College Writing, I find that many of my students have learning challenges that I am unable to address with my current skillset. As this population continues to increase and call for more specialized and differentiated instruction, I have increasingly felt the desire and need to aid these students on their educational journey. I have often sought out strategies and materials from colleagues, but now hope to pursue specialized background knowledge and area expertise to meet the specialized needs of, for example, students with autism or dyslexia.

Through these certificates I will pursue the skills to maximize student capacity, help in development of abilities, create the necessary support systems needed so that I can vary the way students access information with the goal of making sure that more of them can become successful independent learners who feel comfortable in the college classroom as scholars. This training from experts in these areas, and I believe at the University of La Verne, will aid in my goal to better serve and create a more equitable classroom for my students.

Works Cited

- “Mission and Goals.” *Mt. San Antonio College About Us*, Mt. San Antonio College, 2020, <https://www.mtsac.edu/about/mission-and-goals.html>. Accessed 1 Oct. 2020.
- Tomlinson, Carol Ann. *How to Differentiate Instruction in Academically Diverse Classrooms*. 3rd ed. ASCD, 2017.

Formal Study Sabbatical Timeline: Academic Year 2021-2022

Fall Semester 2021

Enroll in and finish four three-unit courses from the courses listed in the “Proposed Sabbatical Activities” for a total of 12 units.

Spring Semester 2022

Enroll in and finish four three-unit courses from the courses listed in the “Proposed Sabbatical Activities” for a total of 12 units.

June

Write a Sabbatical Report at the end of the Spring Semester in preparation to turn in to the Salary and Leaves Committee in the Fall of 2022.

Proposed Sabbatical Activities: Academic Year 2021-2022

Listed below are the graduate-level, non-degree semester credit courses being offered at the University of La Verne (ULV) that would suit the purpose of this sabbatical. In preparation for the sabbatical, I have contacted the ULV’s PDC office, and they have assured me that all eight courses are popular or new and will be available in the fall and in the spring. I have, however, added two additional courses, just in case I have to replace a class.

EDUC 713T: Achieving Success for the English Language Learners (3 Graduate Units)

This course will focus on strategies for the K-12 teacher to support the learning of English language learners. The user-friendly format includes 50 effective teaching strategies to help English language learners understand content materials as they develop their speaking, reading, writing, and listening skills. New and experienced teachers will learn how to successfully educate students from diverse backgrounds.

EDUC 718A: How the ELL Brain Learns (3 Graduate Units)

About 10% of public-school students live in households where English is not the primary language. These English Language Learners (ELLs) typically become proficient in social English within 2-3 years but require several more years to become proficient in academic English. It is largely the latter that determines advancement in American society so bringing ELLs up to grade-level competence in academic English becomes a top priority.

This course provides understanding of the problems faced by ELLs and offers strategies for addressing them in contexts devoted to teaching English across all required subjects. Brain mechanisms for language learning are presented and referenced throughout the text for a broad understanding of how ELLs acquire language. Methods used for teaching ELLs are identified and highlighted with the educator in mind. Upon completion of this course, students will understand the amount of effort ELLs exert in order to master course content, and which teaching methods should be applied to meet their specific needs.

EDUC 715A: Teaching Students with Mild Disabilities (3 Graduate Units)

This course is designed to help teachers identify types of learning problems that characterize students with mild disabilities and to introduce teachers to educational practices that influence the identification, placement, and teaching of students with mild disabilities. It also provides teachers with specific strategies and knowledge of materials which are important in meeting the needs of students with mild disabilities in a variety of classroom settings. Topics covered include overview of specific disabilities, teaching students with mild intellectual disabilities, teaching those with emotional disturbances,

the inclusive classroom, classroom management, teaching social skills, and building family partnerships.

EDUC 718B: The Special Needs Brain: Helping It Learn (3 Graduate Units)

This course provides knowledge of possible causes of special needs, an understanding of brain systems that have gone awry, diagnostic issues and criteria, research on practical approaches to helping special needs students learn, and a variety of strategies to consider when planning lessons. This course addresses essential background information, ADD/ADHD, autism, disabilities in speech, writing, and mathematics, and emotional and behavioral disorders. Upon completion of this course, the student will demonstrate an understanding that special needs students are in a precarious motivational state and will become familiar with a rich array of strategies the special needs student requires.

EDUC 717M: Understanding Dyslexia (3 Graduate Units)

Between 5 and 17% of the United States population is estimated to have dyslexia. It is the most common learning disability and is, unfortunately, often both undiagnosed and untreated. This course provides the knowledge and skills educators need to effectively understand, assess, and treat individuals struggling with dyslexia and other reading and language-based disabilities. It provides relevant and practical, step-by-step information on accurately identifying the signs and symptoms of dyslexia. Assessments and intervention strategies for dyslexic individuals are presented through current research. This includes tools for assessing and instructing those with dyslexia in different languages, as well as, English language learners. Also, included are descriptions used for comprehensive and detailed dyslexia assessments to help those struggling with dyslexia.

Additional resources include a detailed appendix summarizing evidence-based commercial programs for the treatment of dyslexia.

EDUC 712Z: Understanding Autism (3 Graduate Units)

Because autism is one of the most common disorders of childhood, it has broad implications not only for the autistic individuals and their families but for the societies in which they live and learn. This course discusses the exciting developments in research, education, and treatment that have emerged in recent years. Topics covered include the history of autism, special education policy, autism throughout the life cycle, and new developments in brain research. By studying these topics, students can learn about the challenges facing people affected by autism, as well as their unique insights and gifts.

EDUC 718N: Coaching a Growth Mindset: Unleashing Student Potential (3 Graduate Units)

Growth mindset is a fascinating approach to unleashing student potential and improving student achievement. It acknowledges that the brain has limitless potential to learn and grow. This growth occurs when teachers coach students to persevere, tackle challenges, and learn from mistakes. If you are interested in learning more about a growth mindset and how you can create a growth-mindset classroom environment, this is the course for you. You will learn how to build stronger relationships with students, parents and colleagues, how to offer purposeful feedback, instill the personal characteristic of grit, and so much more. At the end of this course, you will have created personalized, growth mindset lesson plans for each month of the school year. Teachers of all grade levels will find this course relevant.

EDUC 712Y: ABC's of Effective Mainstreaming and Inclusion (3 Graduate Units)

An increasing number of special education students are receiving instruction in the general education classroom, k-12th grades. This course offers definitions, information on diagnoses, observable traits and instructional/behavioral strategies to support each learner. You'll be better prepared to handle the most frustrating aspects of teaching a child with a learning difference, more prepared to maximize each student's strengths, better equipped to meet the multitude of challenges ahead and manage change in education.

EDUC 712N: Teaching the Latino Student (3 Graduate Units)

Understanding differences between home cultures and school cultures, enhancing cross-cultural communication, and increasing parent involvement help teachers develop methods for effective teaching. This course covers those topics as well as how to increase skills as researchers and how to use ethnographic techniques to learn about home cultures, thus preventing those cross-cultural conflicts that can be a source of problems in learning and communication.

EDUC 715G: ADD/ADHD Strategies and Interventions for the Classroom

This course is designed for K-12 teachers and support staff who are interested in discovering strategies that help students affected by attention-deficit/hyperactivity disorder. This course defines the symptoms and characteristics of ADD/ADHD, offers strategies to use within the classroom and with parents, and discusses the role of temperament traits in the behavior of children with ADD/ADHD. Theories of child development, models for behavioral assessment, intervention strategies, and evaluation techniques are also discussed. A first-hand account written by a student with ADHD is also included in this course.

Statement of purpose

The purpose of this formal study sabbatical was to complete courses that would help me better understand and serve the diverse population of students we serve at Mt. San Antonio College (see Appendix A for official transcript). These courses provided the necessary information and strategies to enrich my curriculum and create a more inclusive and adaptive learning environment for students, especially now that developmental courses are no longer available to address the many cognitive and developmental challenges faced by some of our learning disadvantaged students and English language learners. During the fall semester I took four courses which would allow me to complete the Teaching in the Multi-Cultural Classroom Certificate (see Appendix B.1). These courses predominantly provided insight into how to address the needs of our Latinx and second language learners. The spring semester, I took four additional courses to complete the Inclusive Classroom Teaching Certificate (see Appendix B.2). These courses provided an awareness of different disabilities and an understanding of strategies and of how to craft lectures and lessons to better address the needs of these students.

Body of report

Unfortunately, although the student population has dramatically diversified within the U.S., instructors are often far removed from the life experiences and backgrounds their students come from, and many lack the skills or multicultural understanding to adequately work with minority, low-income, or special needs students. As educators, we sometimes become blinded by our middle class, mainstream, Eurocentric world views and forget that our students have many obstacles to face, which are often invisible to us. Within the mainstream classroom, I have students who have difficulties in reading and writing caused by poverty that “can indeed affect the brain, especially in those cerebral areas responsible for cognitive processing, language development, and memory” (Sousa 3), difficulties caused by the search for “novelty” (Sousa 19-20) as more and more children’s brains seem to be altered by the constant bombardment of stimulation coming from technology, and difficulties caused by diagnosed/undiagnosed learning difficulties that interfere with cognitive abilities. However, as David A. Sousa states, “What teachers do control, of course, are the decisions they make about how to present the lesson so that student learning is most likely to occur” (1). To this end, this formal study has allowed me to learn new strategies and techniques, which include reading and writing strategies (i.e., close annotation reading, pair share reading, graphic organizers and charts, GIST, and reciprocal teaching to name a few), metacognitive strategies, scaffolding, and differentiation of teaching material that will help alleviate some of the obstacles faced in the classroom and improve outcomes and accessibility for English Language Learners (ELLs) and neurodiverse students. This 2021-2022 formal study sabbatical allowed me to take eight graduate level professional development courses through the University of La

Verne. These courses helped me to better understand my students and enrich my curriculum so that it can be more inclusive and adaptive to the diverse population of Mt. San Antonio College.

A comprehensive and evaluative account of the sabbatical activities

I began my formal study sabbatical in September of fall of 2021 and completed my studies in May of spring 2022 in keeping with La Verne's school year which begins September 1st and ends on May 30th.

Fall 2021

- In the fall semester of 2021, I enrolled in and completed four courses for the sabbatical. The first two courses EDUC 713T: Achieving Success for English Language Learners and EDUC 718A: How the ELL Brain Learns specifically discussed language acquisition theory and research, methods, and strategies for bringing English language learners (ELLs) to grade level and helped me complete the Teaching in the Multi-Cultural Classroom certificate.
- For EDUC 713T, the first course taken in fall of 2021, I read *50 Strategies for Teaching English Language Learners*, 6th edition by Adrienne Herrell and Michael Jordan and *The ELL Teacher's Toolbox: Hundreds of Practical Ideas to Support Your Students* by Larry Ferlazzo and Katie Hull Sypnieski which specifically provided strategies for student involvement, for building comprehension, instructing students of diverse backgrounds, enhancing instruction through lesson planning, and so on. Once having read and answered questions based on each of the books and finishing writing assignments, I reported on the usefulness of three strategies to improve reading comprehension

and writing (i.e., close reading organizer; quoting, summarizing, and paraphrasing; and writing frames and writing structures) and prepared four lesson plans using a writing graphic organizer, KWL, GIST, and learning strategy instruction that were then analyzed by another instructor and critiqued for improvements (see Appendix C).

- For EDUC 718A, the second course taken in fall of 2021, I read *How the ELL Brain Learns* by David A. Sousa and *Getting Started with English Language Learners: How Educators Can Meet the Challenge* by Judie Haynes. These texts specifically give statistics of ELL learners in the American school system, explain brain functions and how the brain regions handle languages, how language acquisition differs across ages, sexes, and first languages, the myths of second language acquisition, the importance of differentiating instruction, and practical information and strategies for aiding and creating lessons for English language learners. These strategies include using metacognition to develop listening skills, ways to cope with idioms, help with reading comprehension, cooperative learning, and other strategies specifically to aid ELLs succeed in the classroom. Sousa's text specifically provided information on assessment to better target the needs of ELL students and a section on how to recognize and address problems in learning due to possible learning disabilities. Additionally, Haynes text provided a section on activities for professional development that could be used to help fellow teachers understand the needs of ELL students.
- For EDUC 718B, the third course taken in fall of 2021, I read *How the Special Needs Brain Learns*, 3rd edition by David A. Sousa that covered specific strategies

for teaching children with ADHD, speech difficulties, reading disabilities, writing disabilities, and autism spectrum disorder. In addition, this course provided video links that helped to clarify brain functions and aspects of response to intervention that deals with curriculum-based assessment, student progress, and implantation of interventions. These videos also exemplified how to implement strategies in the classroom, such as reciprocal teaching, collaborative strategic reading, and so on. I used what I learned on reciprocal teaching in this course to create a lesson plan that can help students in future courses (see Appendix D). I also learned about organizations that provide toolkits and resources for teachers and parents who work with students with specific learning disabilities, such as the American Speech-Language-Hearing Association (ASHA), Autism Speaks, Children and Adults with Attention Deficit Hyperactivity Disorder, International Dyslexia Association, and so on.

- For EDUC 715A, the fourth course taken in fall of 2021, I read *Instructional Strategies for Students with Mild, Moderate, and Severe Intellectual Disability*, edited by Richard M. Garguilo and Emily C. Bouck. This course began with a focus on understanding intellectual disabilities through a historical perspective, the misconceptions, and the evolution in our understanding and labeling of intellectual difficulties and interventions as we learned more about the environmental, prenatal, and unknown influences that produce intellectual disabilities and neurodiversity. The course then moved into discussing some of the common learning, social, and behavioral characteristics of individuals with intellectual disability (i.e., attention, memory, motivation, language development

and other difficulties of academic development). It also introduced and explained the framework of universal design for learning and how to implement effective teaching practices through flexibility in assignments and by using clear language students will understand in classroom assignments and expectations, modeling assignments, and using explicit organizers, providing guided practice, and giving immediate and specific feedback.

Spring 2022

- In the spring semester of 2021, I enrolled in and completed four courses for the sabbatical. These courses allowed me to complete the Inclusive Classroom Teaching Certificate.
- I began the semester with EDUC 717M: Understanding Dyslexia. For this course, I read *Essentials of Dyslexia Assessment and Intervention* by Nancy Mather and Barbara J. Wendling. This text defined dyslexia as “a neurobiological disorder that causes a marked impairment in the development of basic reading and spelling skills it affects decoding (pronouncing printed words) and encoding (spelling words) [It is] a complex cognitive disorder of neurobiological origin that affects the development of literacy” (Mather and Wendling 3). It also provided a history of dyslexia, the genetic and environmental factors that play a role in reading outcomes and development, and the misconceptions that surround dyslexia (i.e., that every dyslexic person sees words backward or that dyslexia does not occur in highly intelligent people). Since intervention and modeling seem to be the key to improving student outcomes, the course recommends evidence based intervention and programs that use explicit modeling (e.g., where

the teacher or tutor goes through a passage, reads it aloud, and conducts a “think aloud” so that students can improve reading fluency as well as comprehension), corrective feedback the student can use for growth and improvement, partner reading, the use of text to speech or Optical Character Recognition (OCR) programs for reading and writing, concept mapping with graphic organizers, and so on. Following information learned in this course, in addition to essays and assignments, I created a metacognitive assignment on Blooms Taxonomy (see Appendix E) that can be shared and used in future English courses, which could be of benefit to colleagues.

- The second course taken in Spring of 2022 was EDUC 712Z: Understanding Autism. I found this course to be extremely pertinent since autism spectrum disorder (ASD) is one of the most prevalent disorders I see among our students at Mt. SAC and having practical strategies to help this very diverse population is essential. In fact, “ASD is one of the most commonly diagnosed disabilities in schools today” (LaBarbera 2). The course began by reading Robin LaBarbera’s book, *Educating Students with Autism Spectrum Disorders: Partnering with Families for Positive Outcomes*. It provided an overview of autism spectrum disorder that covered causes, early signs, diagnostic criteria, myths, and cognitive differences, positive behavior and environmental supports, and communication and instructional approaches. Because people with ASD have a difficult time with abstract thinking, interpreting nonverbal communication, body language, facial expressions, and other social cues that many of us take for granted, it is important that the intervention strategies we employ are explicit and modeled. For example,

we must provide ASD students with specific procedures (i.e., steps or scaffolding for in-class assignments as well as out of school assignments), recognizable activity transition signs through non-verbal cues and visual aids to avoid anxiety or confusion since many students with ASD have difficulty processing verbal language, promote hands-on learning, and reinforce abstract concepts with concrete examples as much as possible. Useful English writing strategies this course suggested were guided reading where students can work in small cooperative learning groups to reflect on texts, question-generating strategies where students are taught to ask questions, and self-regulated strategy development (SRSD) that includes development of writing ideas, audience awareness, development and monitoring of writing strategies, and forming a positive attitude about themselves as writers, which included creating an empathy lesson on autism for the class (see Appendix F).

- The third course taken in Spring 2022 was EDUC 718N: Coaching a Growth Mindset: Unleashing Student Potential. For this course I read *Becoming A Growth Mindset School: The Power of Mindset to Transform Teaching, Leadership and Learning* by Chris Hildrew and *The Growth Mindset Coach: A Teacher's Month-by-month Handbook for Empowering Students to Achieve* by Annie Brock and Heather Hundley. Hildrew's text defines growth mindset as believing "that the abilities and qualities you are born with can be developed and cultivated through effort, application, experience, and practice" while fixed mindset is centered around the beliefs that one is born with fixed abilities and that effort and practice are not needed and should be avoided (2). The goal of this course is to

demonstrate why growth mindset is needed in schools and how creating a growth-oriented environment in the classroom can increase student self-efficacy, responsibility, and success when growth mindset is integrated into the curriculum and school environment. The course has provided models of what effective learning/teaching behavior is (i.e., asking questions to extend learning, giving and responding positively to critique, learning from setbacks and mistakes, reviewing progress and outcomes, and so on) and hands-on ideas for practicing and connecting growth mindset to my teaching pedagogy (see Appendix G for example).

- The final course taken in spring of 2022 was EDUC 712Y: ABCs of Effective Mainstreaming and Inclusion. For this course I read *How to Reach and Teach All Children in the Inclusive Classroom: Practical Strategies, Lessons, and Activities*, 2nd edition, by Sandra F. Rief and Julie A. Heimborge that provided information on differentiated instruction, learning styles and multiple intelligences, strategies to improve student organization and time management, and many model lessons and activities to help in designing curriculum to promote learning in classrooms with neurodiverse students with special needs or disabilities. “The fundamental belief that all children can learn—that we can and must find the means to reach and teach every one of our students—is the underlying theme” of this course (Reif and Heimborge xvii). This course included material on how to create a more inclusive classroom for students and covered useful information on how to be more inclusive to students with Tourette’s syndrome, obsessive compulsive disorder, visual impairment, hearing impairment, and traumatic brain injury,

which were not covered in previous courses. It also addressed some of the challenges that educators face when trying to differentiate instruction, like becoming overwhelmed, lost, or discouraged, and provided helpful article references and websites such as www.Help4Teachers.com where Kathie Nunley, its creator, provides strategies and guidance for layering curriculum and websites that focused on specific learning disability topics such as the International Dyslexia Association, Nonverbal Learning Disorders—NLDLine, Parents of Gifted/Learning Disabled children, Recording for the Blind and Dyslexic, and many others.

Detailed Record of Sabbatical Activities for Rocio Avila (Fall 2021)

<p>Week 1 Sep. 1- 3</p>	<ul style="list-style-type: none"> • Registered for classes through the University of La Verne whose fall semester and registration for PDC courses began September 1, 2021 • Reviewed materials on differentiation and multiculturalism in the classroom from previous courses. • Mapped out how much time I would need to complete each course during the allotted time. • Received books and access to class
<p>Week 2 Sep. 6-10</p>	<ul style="list-style-type: none"> • Began EDUC 713T: Achieving Success for English Language Learners. • Read chapters 1 through 17 of <i>50 Strategies for Teaching English Language Learners</i>, 6th edition by Adrienne Herrell and Michael Jordan • Answered questions for these chapters that addressed topics such as reducing anxiety, visual scaffolding, and reading and comprehension strategies for ELLs.
<p>Week 3 Sep. 13-17</p>	<ul style="list-style-type: none"> • Read chapters 18 through 33 of <i>50 Strategies for Teaching English Language Learners</i>, 6th edition by Adrienne Herrell and Michael Jordan • Answered questions for these chapters that addressed various topics including checking for understanding, intervention through differentiated instruction, writing scaffolding, graphic organizers, and guided reading techniques.
<p>Week 4 Sep. 20-24</p>	<ul style="list-style-type: none"> • Read chapters 34 through 50 of <i>50 Strategies for Teaching English Language Learners</i>, 6th edition by Adrienne Herrell and Michael Jordan • Answered questions for these chapters regarding collaborative learning through strategies like read, pair, share (partner reading to reduce anxiety, practice reading and developing ideas), metacognitive activities, and use of

	<p>KWL, GIST, and other strategies to involve students in their learning.</p>
<p>Week 5 Sep. 27 – Oct. 1</p>	<ul style="list-style-type: none"> • <i>Read The ELL Teacher’s Toolbox: Hundreds of Practical Ideas to Support Your Students</i> by Larry Ferlazzo and Katie Hull Sypnieski. • Answered questions regarding the forty-five topics covered in three sections on reading and writing, speaking and listening, and additional classroom management strategies regarding ELLs in mainstream classes, culturally responsive teaching, and setting up a positive learning environment in the classroom.
<p>Week 6 Oct. 4 – 8</p>	<ul style="list-style-type: none"> • Worked on creating lesson plans that can be used in my future classes or shared with colleagues. <ul style="list-style-type: none"> ○ Three Strategies ○ Graphic Organizer Lesson 1 ○ KWL Plus & Charts Lesson 2 ○ GIST Lesson 3 ○ Learning Strategy (Metacognition) Lesson 4 • Shared lessons with Maria Ambriz, colleague who works at Cal State LA and has experience working with ELLs. She critiqued and provided valuable feedback. • Researched organization websites that specialize in resources for teaching ELLs. • Wrote a short three-page report on the usefulness of two of the websites: UsingEnglish.com and Onestopenglish.com.
<p>Week 7 Oct. 11 – 15</p>	<ul style="list-style-type: none"> • Began EDUC 718A: How the ELL Brain Learns • Read chapters one through six <i>How the ELL Brain Learns</i> by David A. Sousa • Answered questions regarding the neuroscience of language acquisition, the difference between learning a first and second language, teaching and assessing English language learners (ELLs) listening and speaking skills, scaffolding strategies for teaching reading and writing to ELLs, and

	ways to recognize and address problems that may occur during the learning process.
Week 8 Oct. 18 – 22	<ul style="list-style-type: none"> • Finished reading chapters seven through ten and answering questions for <i>How the ELL Brain Learns</i> by David A. Sousa • Read <i>Getting Started with English Language Learners: How Educators Can Meet the Challenge</i> by Judie Haynes • Answered questions regarding how children learn a second language (including the stages of social and academic language acquisition), practical strategies for teaching (including being culturally aware and respectful of student backgrounds, being aware of comprehension and writing challenges, and differentiating instruction to meet student needs), and an overview of ELL programs in the U.S.
Week 9 Oct. 25 – 29	<ul style="list-style-type: none"> • Reviewed websites suggested in Sousa’s list of resources for organizations, Internet sites, and Language Competency Assessments to aid in understanding and teaching ELLs. • Using Judie Haynes text, wrote a report to inform teachers about English language learners that addressed common misconceptions about ELLs, the different stages of language acquisition, selecting appropriate ELL programs and methods, and the need for teacher training. • Using the two texts assigned for the course wrote a five-page essay on ELL students and their needs. • Created a metacognitive lesson for ELLs that included learning outcomes, objectives, and methods that would address the needs of students in an English course.
Week 10 Nov. 1 – 5	<ul style="list-style-type: none"> • Began EDUC 718B: The Special Needs Brain: Helping it Learn • Began reading <i>How the Special Needs Brain Learns</i>, 3rd edition by David A. Sousa • Answered questions regarding text that dealt with who special needs students are, brain research, the effects of poverty on the brain and learning, research on learning difficulties, attention disorders, emotional disorders,

	bullying, autism, and speech, reading, and writing disabilities.
Week 11 Nov. 8 – 12	<ul style="list-style-type: none"> • Finished reading and answering questions for <i>How the Special Needs Brain Learns</i>, 3rd edition by David A. Sousa • Watched video links provided in text on various topics such as Response to Intervention (RTI), Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), reading strategies such as reciprocal teaching, and concrete-representational-abstract (CRA) approach among other teaching strategies.
Week 12 Nov. 15 – 19	<ul style="list-style-type: none"> • Reviewed resources provided in Sousa’s book: American Speech-Language Hearing Association (ASHA), Anxiety and Depression Association of America, Asperger Autism Spectrum Education Network (ASPEN), Autism Speaks, Children and Adults with Attention Deficit Hyperactivity Disorder, and so on. • Wrote Essay on strategies and techniques to alleviate learning difficulties in the classroom.
Week 13 Nov. 22 - 26	<ul style="list-style-type: none"> • Created a detailed PowerPoint presentation, <i>The Special Needs Brain: Helping it Learn</i>, that focused on how the brain learns, learning difficulties and how to respond, specific disabilities in the classroom, and on identifying, accommodating, and motivating students with learning disabilities. • Developed a lesson plan using reciprocal teaching to help students who require modeling and have difficulties with recalling information due to attention deficit disorders.
Week 14 Nov. 29 – Dec 3	<ul style="list-style-type: none"> • Began EDUC 715A: Teaching Students with Mild Disabilities • Read chapters one through six of <i>Instructional Strategies for Students with Mild, Moderate, and Severe Intellectual</i>

	<p><i>Disability</i>, edited by Richard M. Garguilo and Emily C. Bouck.</p> <ul style="list-style-type: none"> • Answered questions for these chapters regarding the history and evolving definitions of intellectual disability and classification of individuals, the causes and common characteristics associated with specific intellectual disabilities, the legislation and policy surrounding students, behavioral intervention, and assistive technology available to students. • Awarded the Inclusive Classroom Certificate
<p>Week 15 Dec. 6 – 10</p>	<ul style="list-style-type: none"> • Read chapters seven through thirteen of <i>Instructional Strategies for Students with Mild, Moderate, and Severe Intellectual Disability</i>, edited by Richard M. Garguilo and Emily C. Bouck. • Answered questions regarding preschool students, elementary-age students, and adolescents and young adults with intellectual disabilities, the learning environment, academic instruction, life skills, and transition planning through transition stages.
<p>Week 16 Dec. 13</p>	<ul style="list-style-type: none"> • Wrote an essay on ADHD students and the required support services. • Conducted research and read an article by Laurie U. deBettencourt, “Understanding the Difference Between IDEA and Section 504 • Read Fact Sheet: Understanding Your Rights Under Section 504 of the Rehabilitation Act by the U.S. Department of Health and Human Services • Wrote an essay on the academic and intervention strategies I can use in the classroom to ensure the success of as many students as possible, especially those students with intellectual disabilities in the mainstream. • Conducted research on test bias and wrote an essay on how test bias negatively affects students with learning

Detailed Record of Sabbatical Activities for Rocio Avila (Spring 2022)

<p>Week 1 Feb. 1 – 4</p>	<ul style="list-style-type: none"> • Registered for classes through the University of La Verne whose spring semester and registration for PDC courses began February 1, 2022 • Awarded the Teaching in the Multicultural Classroom Certificate • Began EDUC 717M: Understanding Dyslexia. • Started reading <i>Essentials of Dyslexia Assessment and Intervention</i> by Nancy Mather and Barbara J. Wendling.
<p>Week 2 Feb. 7 – 11</p>	<ul style="list-style-type: none"> • Read <i>Essentials of Dyslexia Assessment and Intervention</i> by Nancy Mather and Barbara J. Wendling. • Answered questions up to chapter seven of Mather and Wendling book.
<p>Week 3 Feb. 14 – 18</p>	<ul style="list-style-type: none"> • Read <i>Essentials of Dyslexia Assessment and Intervention</i> by Nancy Mather and Barbara J. Wendling. • Answered questions for chapter eight through twelve of Mather and Wendling book. • Reviewed list of Evidence-Based Programs in the appendix of Mather and Wendling book to see if any were appropriate for Mt. SAC students.
<p>Week 4 Feb. 21 – 25</p>	<ul style="list-style-type: none"> • Wrote a short essay on the misconceptions of dyslexia using the information learned in assigned text for course. • Wrote an essay on how early intervention is key since much learning is based on reading fluency, which is tied to oral language, phonemic awareness, strong vocabulary, and print rich environments. • For class assignment, created a checklist of strategies that could be used to aid an eight-year-old girl who is having a hard time with reading but who is excelling all other subjects. • Created metacognitive lesson and included information on how it could serve students with Dyslexia.

<p>Week 5 Feb. 28 – Mar. 4</p>	<ul style="list-style-type: none"> • Began EDUC 712Z: Understanding Autism • Read chapters one through five of <i>Educating Students with Autism Spectrum Disorder: Partnering With families for Positive Outcomes</i> by Robin LaBarbera. • Answered course questions for chapters one through five.
<p>Week 6 Mar. 7 – 11</p>	<ul style="list-style-type: none"> • Read chapters six through twelve of <i>Educating Students with Autism Spectrum Disorder: Partnering With families for Positive Outcomes</i> by Robin LaBarbera. • Answered course questions for chapters six through twelve.
<p>Week 7 Mar. 14 – 18</p>	<ul style="list-style-type: none"> • Read chapters thirteen through fourteen of <i>Educating Students with Autism Spectrum Disorder: Partnering With families for Positive Outcomes</i> by Robin LaBarbera. • Spoke to Jim Thomas, Peter Churchill, and Julie Cortez for autism interview I had to conduct for class. • Interviewed Heather Ponce from Mt. SAC’s Puzzle Project who works with ASD students. • Transcribed interview
<p>Week 8 Mar. 21 - 25</p>	<ul style="list-style-type: none"> • Using class text and outside resources, wrote an essay on the stress and challenges families of students with ASD encounter. Focus was on family’s daily routine, schedule, behavior problems, impact on siblings, and social issues. • Using class text and outside resources, created an informational lesson on autism that promotes practicing empathy for students in the classroom who have autism (see Appendix F).
<p>Week 9 Mar. 28 – Apr. 1</p>	<ul style="list-style-type: none"> • Began EDUC 718 N: Coaching a Growth Mindset: Unleashing Student Potential • Read and watched videos associated with material in chapters one through seven of <i>Becoming a Growth Mindset</i>

	<p><i>School: The Power of Mindset to Transform Teaching, Leadership and Learning</i> by Chris Hildrew</p> <ul style="list-style-type: none"> • Answered questions for course on chapters one through seven.
<p>Week 10 Apr. 4 – 8</p>	<ul style="list-style-type: none"> • Read and watched videos associated with material in chapters eight through fourteen of <i>Becoming a Growth Mindset School: The Power of Mindset to Transform Teaching, Leadership and Learning</i> by Chris Hildrew • Answered questions for course on chapters eight through fourteen.
<p>Week 11 Apr. 11 – 15</p>	<ul style="list-style-type: none"> • Read chapters one through six of <i>The Growth Mindset Coach: A Teacher’s Month-by-month Handbook for Empowering Students to Achieve</i> by Annie Brock and Heather Hundley. • Answered questions, completed projects, and created lesson plans on growth mindset for chapters one through six (see Appendix G for examples).
<p>Week 12 Apr. 18 - 22</p>	<ul style="list-style-type: none"> • Read chapters seven through twelve of <i>The Growth Mindset Coach: A Teacher’s Month-by-month Handbook for Empowering Students to Achieve</i> by Annie Brock and Heather Hundley. • Answered questions, completed projects, and created lesson plans on growth mindset for chapters seven through twelve.
<p>Week 13 Apr. 25 – 29</p>	<ul style="list-style-type: none"> • Began EDUC 712Y: ABC’s of Effective Mainstreaming and Inclusion • Read and reviewed websites, lessons, and activities in chapters one through four of <i>How to Reach and Teach All Children in the Inclusive Classroom: Practical Strategies, Lessons, and Activities</i> by Sandra F. Rief and Julie A. Heimburge • Answered detailed questions for chapters one through four.

<p>Week 14 May 2 – 6</p>	<ul style="list-style-type: none"> • Read and reviewed websites, lessons, and activities in chapters five through ten of <i>How to Reach and Teach All Children in the Inclusive Classroom: Practical Strategies, Lessons, and Activities</i> by Sandra F. Rief and Julie A. Heimburge • Answered detailed questions for chapters five through ten.
<p>Week 15 May 9 - 13</p>	<ul style="list-style-type: none"> • Read and reviewed websites, lessons, and activities in chapters eleven through fifteen of <i>How to Reach and Teach All Children in the Inclusive Classroom: Practical Strategies, Lessons, and Activities</i> by Sandra F. Rief and Julie A. Heimburge • Answered detailed questions for chapters eleven through fifteen. • Conducted interview with parent of a special needs child.
<p>Week 16 May 16 - 20</p>	<ul style="list-style-type: none"> • Wrote essay on my personal philosophy regarding mainstreaming and inclusion. • Created a PowerPoint presentation explaining ADHD, a behavioral disorder.

Detailed Record of Sabbatical Activities for Rocio Avila (Summer 2022)

<p>Week 1 May 23 – 27</p>	<ul style="list-style-type: none"> • Contacted Laura Martinez in office of Instruction for information on sabbatical report • Contacted library about possibly getting a copy of a formal study sabbatical report. • Began sketching outline of sabbatical report.
<p>Week 2 May 30 – June 3</p>	<ul style="list-style-type: none"> • Discussed the requirements, organization, and expectations for the formal study sabbatical report with Tamra Horton.

Week 3 June 6 – 10	<ul style="list-style-type: none"> • Worked on report
Week 4 June 13 – 17	<ul style="list-style-type: none"> • Worked on report • Worked on Table of Contents
Week 5 June 20 - 24	<ul style="list-style-type: none"> • Worked on adding material • Worked on editing • Revised Table of Contents
Week 6 June 27 – July 1	<ul style="list-style-type: none"> • Worked on editing and revising report
July 11-22	<ul style="list-style-type: none"> • After several attempts to locate a sample formal study sabbatical report, met with Amber Bound on Thursday, July 14th, to review stored sabbatical reports, but was unable to find Liesel Reinhart’s formal study sabbatical report or any reports after 2010. • Asked Maya Alvarez-Galvan to see her report so that I could use it as a model. • Reviewed Alvarez-Galvan’s report and reorganized my report material. • Ordered Official Transcripts from the University of La Verne on July 22, 2022
Aug. 1 – 5	<ul style="list-style-type: none"> • Worked on adding material for teaching certificates to appendices

Benefits to the College

This sabbatical project benefitted the college in many ways. What I learned this year will allow me to be a resource to colleagues who seek material on how to address the special needs of our students since I will be able to refer them to courses at the University of La Verne that meet their needs. For example, for any colleague wishing to add ways to better serve English language students and add to their pedagogical toolbox, I would highly recommend they take EDUC 713T and EDUC 718A, which were invaluable in providing steps for explicitly teaching comprehension strategies that include sequencing, making inferences, self-questioning, summarizing, and drawing conclusions to English language learners. For instructors wishing to get an immersive overview of students with disabilities and neurodiverse issues, I would recommend EDUC 718 since it helps instructors not only understand the legal policies and protections available to students but introduces strategies to help identify differing learning styles to better prepare lessons and create an inclusive environment for all students.

In addition, I have created a reference list of books (see Appendix H) for instructors wishing to work independently or gain ideas on how to better serve our ELL, neurodiverse, and intellectually distinct population of students. I have also created a series of lesson plans that I plan to implement in my classroom on various topics (see Appendices C through G) which I can make available to my colleagues in our workroom. In fact, I have already shared some of these with Peter Churchill and Julie Cortez, instructors whom I regularly work with and collaborate with to serve our Mt. SAC ACCESS students. In future, I could also present some of what I have learned or the PowerPoint presentations I created in my courses during our supplemental department

meetings where we discuss best practices and pedagogical approaches. I also plan to continue my work with ACCESS, will begin working with DREAM through a linked course this fall of 2022, and hope to collaborate with other on campus programs to utilize and share the strategies learned this year. Moreover, in the future, I plan to revise the English Handbook I give my students each semester to include many of the metacognitive, reading, and writing strategies learned, which I can also make available to colleagues. Through this work, I hope to help inform and help my colleagues adapt curriculum to be more inclusive and accommodating to all students.

Personal Benefits & Professional Growth

This formal study sabbatical has been extremely beneficial to me as an instructor as it has allowed me to pursue an education that focuses on the needs of my students and has afforded me the opportunity to explore resources and strategies that are available to become a better instructor to English language learners, students who are neurodiverse and those with disabilities. My belief is that as educators it is our responsibility to find the best approaches and strategies to teach *all* students information they will need and to keep them “at promise” through an equitable, safe, and rigorous learning environment. The skills and information we teach cannot be fleeting and must permeate several levels of their education and educational needs because they find what we teach to be beneficial to their success in school and across all classes (not just English since the skills we teach can transfer to and affect their success in math, history, and so on). The goal of strategies such as reciprocal teaching, metacognition, growth mindset, and so on are to ensure that students learn skills from teachers that will allow them to be independent, self-motivated, and resilient in the face of obstacles or failures regardless of disability or

neurodivergence. For example, reciprocal teaching “is a comprehension-oriented process that ... involves students in the cooperative process of prediction, question generating, clarification or defining of unfamiliar terms or phrases and summarizing” (Rief and Heimburge 143). This method can be learned and applied in several general education courses, like English, history, sociology, and other courses that require large amounts of reading. Overall, I plan to teach and practice what I have learned this year as I work to present information that is engaging, challenging, and enriching to students in and out of the classroom.

Works Cited

- Hildrew, Chris. *Becoming a Growth Mindset School: The Power of Mindset to Transform Teaching, Leadership and Learning*. Routledge, 2018.
- LaBarbera, Robin. *Educating Students with Autism Spectrum Disorders: Partnering with Families for Positive Outcomes*. Sage, 2019.
- Mather, Nancy, and Barbara J. Wendling. *Essentials of Dyslexia Assessment and Intervention*. Series edited by Alan S. Kaufman and Nadeen L. Kaufman, Wiley, 2012.
- Rief, Sandra F., and Julie A. Heimburge. *How to Reach and Teach All Children in the Inclusive Classroom: Practical Strategies, Lessons, and Activities*. 2nd ed., Jossey-Bass, 2006.
- Sousa, David A. *How the Special Needs Brain Learns*, 3rd ed. Corwin, 2016.

Appendix A: Transcript of Coursework

1. Official Transcript from the University of La Verne

Date Issued: 28-JUL-2022
EPDF

Student No: 11952830

Page: 1

Record of: Rocío Avila
Current Name: Rocío Avila
719 Northwestern Dr
Claremont, CA 91711-4152

Issued To: ROCIO AVILA
719 NORTHWESTERN DR
CLAREMONT, CA 91711-4152

SUBJ NO. C	COURSE TITLE	CRED GRD	PTS R
Institution Information continued:			
Summer 2022 Grad NonDegree PDC			
EDUC 713J 2	Motivating Stud Who Dont Care	3.00 A	12.00
Ehrs: 3.00 GPA-Hrs: 3.00 QPts: 12.00 GPA: 4.00			
Good Standing			
***** TRANSCRIPT TOTALS *****			
		Earned Hrs	GPA Hrs
		Points	GPA
TOTAL INSTITUTION		42.00	4.00
TOTAL TRANSFER		0.00	0.00
OVERALL		42.00	4.00
***** END OF TRANSCRIPT *****			
INSTITUTION CREDIT:			
Summer 2020 Grad NonDegree PDC			
EDUC 710C 2	The Multicultural Classroom	3.00 A	12.00
EDUC 713K 2	The Differentiated Classroom	3.00 A	12.00
Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 24.00 GPA: 4.00			
Good Standing			
Fall 2020 Grad NonDegree PDC			
EDUC 718M 2	Critical Thinking	3.00 A	12.00
Ehrs: 3.00 GPA-Hrs: 3.00 QPts: 12.00 GPA: 4.00			
Good Standing			
Fall 2021 Grad NonDegree PDC			
EDUC 711X 2	Creating a Mindful Environment	3.00 A	12.00
EDUC 713T 2	Achieving Success Engl Lang Lrn	3.00 A	12.00
EDUC 715A 2	Tchy Stots w/Mild Disabilities	3.00 A	12.00
EDUC 718A 2	How the ELL Brain Learns	3.00 A	12.00
EDUC 718B 2	Special Needs Brain	3.00 A	12.00
Ehrs: 15.00 GPA-Hrs: 15.00 QPts: 60.00 GPA: 4.00			
Good Standing			
Spring 2022 Grad NonDegree PDC			
EDUC 712N 2	Teaching the Latino Student	3.00 A	12.00
EDUC 712Y 2	ABC of EH Mainstream & Inclin	3.00 A	12.00
EDUC 712Z 2	Understanding Autism	3.00 A	12.00
EDUC 717M 2	Understanding Dyslexia	3.00 A	12.00
EDUC 718N 2	Coaching a Growth Mindset	3.00 A	12.00
Ehrs: 15.00 GPA-Hrs: 15.00 QPts: 60.00 GPA: 4.00			
Good Standing			
***** CONTINUED ON NEXT COLUMN *****			

I CERTIFY THAT THIS IS A TRUE COPY OF THE PERMANENT RECORD.

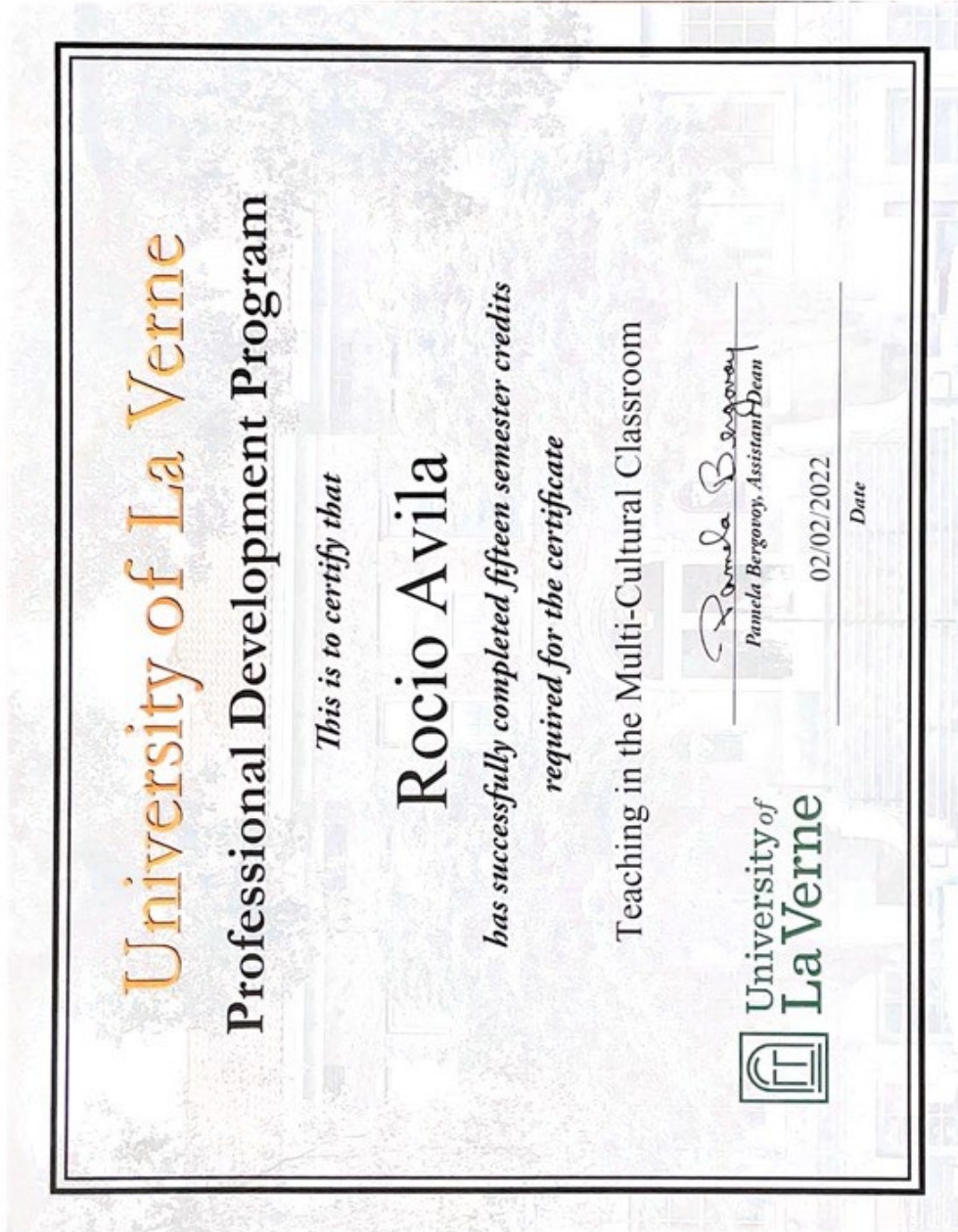
Alex D. Evans
REGISTRAR

THE FACE OF THIS DOCUMENT HAS A GREEN COLORED BACKGROUND - NOT A WHITE BACKGROUND. THE SEAL NEXT TO THE REGISTRAR SIGNATURE WAS PRINTED WITH SECURITY INK THAT RESPONDS TO WARMTH - THE INK WILL FADE AND REAPPEAR

Appendix B: Teaching Certificates

1. Teaching in the Multi-Cultural Classroom Certificate

NOTE: I am not sure why the certificates were mailed out of order and with these dates. I believe it was a school error, but it could not be rectified. After each certificate, I have included a list of the required courses with the courses I completed to attain each certificate. Classes are not supposed to count for more than one certificate.





Teaching in the Multicultural Classroom Certificate

To earn this certificate, complete 15 credits from the following courses:

COURSE #: EDUC_710C

Title: The Multicultural Classroom

Credits: 3 - Cost: \$405.00

More Information

SELECT COURSE Completed Summer 2020

COURSE #: EDUC_711X

Title: Creating A Mindful Environment

Credits: 3 - Cost: \$405.00

More Information

SELECT COURSE Completed Fall 2021

COURSE #: EDUC_712N

Title: Teaching the Latino Student

Credits: 3 - Cost: \$405.00

More Information

SELECT COURSE

COURSE #: EDUC_713K

Title: The Differentiated Classroom

Credits: 3 - Cost: \$405.00

More Information

SELECT COURSE Completed Summer 2020

COURSE #: EDUC_713T

Title: Achieving Success for English Language Learners

Credits: 3 - Cost: \$405.00

More Information

SELECT COURSE Completed Fall 2021

COURSE #: EDUC_718A

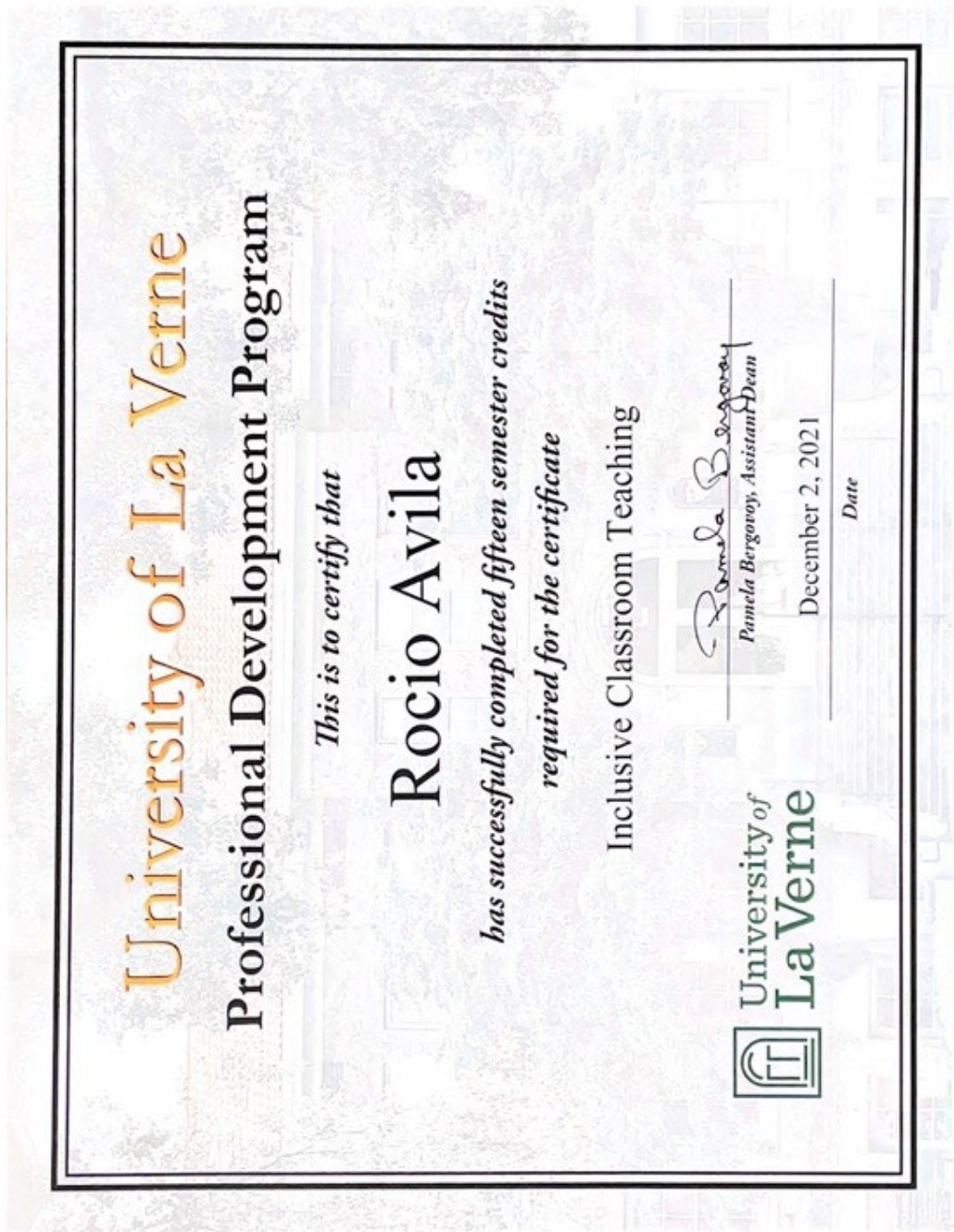
Title: How the ELL Brain Learns

Credits: 3 - Cost: \$405.00

More Information

SELECT COURSE Completed Fall 2021

2. Inclusive Classroom Teaching Certificate





Inclusive Classroom Teaching

COURSE #: EDUC_710C

COURSE #: EDUC_711H

COURSE #: EDUC_711I

| SELECT COURSE

| SELECT COURSE

| SELECT COURSE

COURSE #: EDUC_711T

COURSE #: EDUC_711X

COURSE #: EDUC_712G

| SELECT COURSE

COURSE #: EDUC_712N

| SELECT COURSE

COURSE #: EDUC_712U

| SELECT COURSE

COURSE #: EDUC_712Y

| SELECT COURSE


COURSE #: EDUC_712Z

| SELECT COURSE

COURSE #: EDUC_713C

 SELECT COURSE **Completed Spring 2022**

COURSE #: EDUC_713K

 SELECT COURSE **Completed Spring 2022**

COURSE #: EDUC_713T

| SELECT COURSE

COURSE #: EDUC_714U

| SELECT COURSE

COURSE #: EDUC_715A

| SELECT COURSE

COURSE #: EDUC_715G

| SELECT COURSE

COURSE #: EDUC_716F

 SELECT COURSE **Completed Fall 2021**

COURSE #: EDUC_717K

| SELECT COURSE

COURSE #: EDUC_717M

 **Completed Spring 2022**

| SELECT COURSE

COURSE #: EDUC_717T

| SELECT COURSE

COURSE #: EDUC_718A

| SELECT COURSE

| SELECT COURSE

| SELECT COURSE

COURSE #: EDUC_718B



SELECT COURSE

**Completed
Fall 2021**

ENROLL IN SELECTED COURSES

Appendix C: Teaching Strategies and Lessons

1. Three Strategies:

Strategy 1: Reading Comprehension

The goal of this strategy is to develop metacognitive skills to improve reader comprehension, which is a vital skill for all students, including English language learners (ELLs) since understanding texts is a necessary task in and out of school. Through this strategy, we want to make all students aware of how to maximize their learning by planning and being “actively engaged in their learning” instead of being “passive learners” (qtd. in Ferlazzo and Sypkieski 104). To do this, the teacher can make use of some approaches like “comprehension monitoring, cooperative learning, graphic and semantic organizers, story structure, question answering, question generation, summarization, and multiple-strategy use” (Ferlazzo and Sypkieski 105). Since I teach developmental courses in a community college setting, many of my students do not have the close reading skills needed for higher level courses. My students come primarily from lower income ethnic backgrounds, most of them being Latinx, and from all levels of language proficiency. Some of my students are ELLs and some have learning disabilities, but all students need instruction that will allow them to succeed at the college level. This activity will allow me to model close reading techniques such as previewing, annotation, and summary. I anticipate that some issues could arise if the students are not engaged or if they feel overwhelmed by the process. My goal would be to show them that these steps can be modified to fit their needs and that all steps are not always necessary but that they must be aware of some of the best practices needed for reading college level texts for comprehension. I will also only model whole class reading techniques once or twice (as needed) and ask students to decide what is most beneficial to them depending on the text they are reading.

Note, for sake of keeping it on the least number of pages possible, I have not left space for student answers, but there would be space on what I would give students. The chart below is something that we could start at school and could be finished at home for HW if needed. I would assign something like this at the beginning of literature analysis for stories like “Hills Like White Elephants” by Ernest Hemingway with an in-class read aloud assigning the roles of the man, the girl, the waitress, and the narrator since many students get confused about who is speaking in this text.

Application: Close Reading Organizer for Short Story

Preview

Question	Your thoughts
What is the <i>title</i> of the text? Does it give you any hints about the main idea, the subject, or remind you of anything?	
What type of text is this?	Story Article Poem Fiction Nonfiction
What is the <i>purpose</i> of the text?	Persuade Inform Entertain

Comprehension: Literary Terms and Application to Text

Term	Definition of Term (May also add definition in home language)	What have you learned from reading the story?	How does this help you understand the story?
Setting		Say as much as you can about the “where?” and the “when?”	How does the setting add to the story?
Characters		List and describe each:	Which characters are truly important to the story and why?
Protagonist		Describe the protagonist(s) as best you can: age, looks, feelings, clothes, attitude, etc.	What are your thoughts on the protagonist(s)
Antagonist		Describe the antagonist(s) as best you can: age, looks, feelings, clothes, attitude, etc.	What are your thoughts on the antagonist(s)?
Conflict(s)		What is the major conflict and what is/are the minor conflicts?	What are your thoughts on each of the conflicts? Why do they occur?
Symbols		What symbols did you find in the story?	What do the symbols represent and how do they help the story?
Resolution		What happens in the story?	What do you think about the resolution?

Theme		Give at least TWO possible themes to this story.	Which theme do you think there is more support for and why? Think of how the story shows the theme.
--------------	--	---	--

Synthesizing and Comprehension

<p>What is the story about? Key ideas.</p>
<p>Using your key ideas, write a short summary of the story?</p>
<p>What does the text make you wonder about? Is there anything in the text that still makes you say, "Huh?"</p>

Golden Lines: Choose three quotes (lines) from the text that you found important, changed your thinking, supported your understanding of the text, or raised questions, etc. I would like you to share any lines in the text you would like to write about and/or discuss with the class.

Golden Line	Explain why you selected it? Why is this line/quote important to you?
1.	
2.	
3.	

Strategy 2: Quoting, Summarizing, and Paraphrasing

Teaching quoting, summarizing, and paraphrasing to students is important because it is necessary for their academic success. We want to make sure that students understand when and how to use each to avoid plagiarism and to create fluid paragraphs that demonstrate student comprehension. As pointed out by Ferlazzo and Sypniewski, summarizing and paraphrasing are skills our students already use on an everyday basis, and by discussing these in class, we can show some of our ELLs and lower skill students that they are in possession of academic “assets” needed in the classroom (165). Also, “Research has found that paraphrasing skills have a positive impact on ELL student reading comprehension—they are able to better focus on the key ideas in the text” and “the quality of student writing improves” (166), which is important for all the students I teach in developmental English courses. Many of these students, who are from low-income backgrounds, have come from school settings where they have not learned or have not been taught these skills, so it is necessary that we review and they learn these skills for their success in college. Although the students all have various degrees of language proficiency and cognitive abilities, by defining and creating mini-lessons where they can learn and practice how and why they need to quote, summarize, and paraphrase, they will all be able to write better paragraphs and essays in the long run. The only problems I anticipate in this activity is making sure the students comprehend the difference between a summary and a paraphrase and when each is appropriate to use. I think we can address this issue through practice and by limiting use of summary to the introductory paragraph in essays. The body paragraphs will focus on the use of paraphrase and quotations.

Application:

All three concepts will be taught during two days of two-hour class periods. We will begin by covering the definition of each term before practicing and comparing the terms.

Summary (Day 1):

Introduce **summary** by explaining/defining what it is and writing it on the board for student notes. I would assess prior knowledge by showing students how they use summary in their everyday life already. They summarize “when a friend asks them what happened in the movie [or TV show] they just saw,” when they tell a classmate what they did the day before or over the weekend, etc. I would start with summary since I believe this will be the more time-consuming activity.

Write rules for summary on board for student notes:

- Provide a shortened version/retelling of what you read—focus on main idea/thesis and some key ideas
- Put everything into your own words (do NOT copy text)

- Something you use in intro paragraphs in essays to provide background
- Do NOT quote from the text
- Do NOT include opinion or added information not in the text

Activities:

1. Provide the whole class with examples where students can see what appropriate and inappropriate summaries are. Something similar to Figure 15.1 (Ferlazzo and Sypnieski 171)
2. Have students use the story they have recently read and work in pairs to create a summary that includes the main idea and key ideas from the original. Summary could be a short paragraph. I would walk around to check progress and provide input as needed.
3. If time, we could look at student samples on the document camera to see if they have followed all the rules and created accurate summaries.

Quotation (Day 2):

Introduce what a **quote** is and write the rules for quotation (i.e., use of a signal phrase, embedding of quote in sentence, use of quotation marks to signal what student has taken from the text, and citation rules) on the board for student notes.

As an extension of our previous activity, I would ask students to use quotes they chose for their “Golden Lines” activity or new quotes if they choose. They will then make sure to sandwich the quotes: **Signal phrase**, **“quote”** **(citation)**. (I’ve highlighted necessary punctuation.)

I would have them work as a class on one example and write it on the board using different colored ink to represent the different parts; then, students would practice using their own quotes and share what they have done with partner to check for accuracy. I would walk around and provide input if and as needed.

Paraphrase (Day 2):

Introduce **paraphrase** by explaining/defining what it is and writing it on the board for student notes. Explain how it is different from summary and how “Paraphrasing helps you make sure you understand the quotation, and it shows readers that you understand it” (168).

Write rules for summary on board for student notes (Note differences from summary):

- It is similar in length to the quotation.
- Some words are changed (synonyms)
- Key words are often kept
- The order of words is changed.
- The source is cited
- Complex words or jargon is simplified

- The paraphrase accurately reflects the information in the quote
- No opinion or added information not in the original is included

Activities:

1. Provide the whole class with examples where students can see what appropriate and inappropriate paraphrases are. Something similar to Figure 15.2 and 15.3 (Ferlazzo and Sypniewski 172-173)
2. Have students use their “Golden lines” quotes to create accurate paraphrases and have them check with partner and modify as needed. I would walk around to check progress and provide input as needed.
3. If time, we could look at student samples on the document camera to see if they have followed all the rules and created accurate paraphrases.
4. As an extension activity, we could create summaries of the same “Golden lines” and compare the difference between summary and paraphrase.

Strategy 3: Writing Frames and Writing Structures

Writing frames or writing templates are good ways to structure and scaffold the writing process. For students in developmental classes who are not used to writing academic essays, this is a good instructional strategy that provides easy to follow steps. The students I teach are usually scared of writing, see it as something they are not good at, or often do not know where to begin or how to organize their ideas so that they make sense. Writing templates can reduce stress by giving students directions and by providing a standard framework for writing fluency that can be applied to any college level course they are taking. One problem that could arise from using writing frames or templates is that “they can restrict students to formulaic writing methods” (155). This, however, can be avoided by making the template the starting off point to ensure all elements are being included, but by focusing on developing the analysis and explanation portions of the paragraphs. We can also review and make sure students understand that as long as all elements (e.g., in a paragraph: topic sentence, evidence, explanation, conclusion) are in the paragraph, the order can change as needed by the ideas and what makes a more logical sequence for the essay. We must remind students that these frames “are just guides—they should feel free to experiment and even create their own writing structure to share” in class (155). We must also provide different templates for different types of writing so that they can see how the structure can and should be modified depending on what class they are writing for or the type of writing assignment they have.

Use the **Essay Organizer** as a guide. Then, create a standard outline and write your essay.

INTRODUCTION:

Remember—Hook to start paragraph, summary of text, and any necessary background information

Thesis: (Main Topic with treatment)		
Topic Sentence #1 (has argument around topic that supports Thesis)	Topic Sentence #2 (has argument around topic that supports Thesis)	Topic Sentence #3 (has argument around topic that supports Thesis)
Evidence--Quote A (helps prove TS 1)	Evidence--Quote A (helps prove TS 2)	Evidence--Quote A (helps prove TS 3)
Analysis/Explanation of evidence (several sentences that make it clear how quote supports your topic sentence)	Analysis/Explanation of evidence (several sentences that make it clear how quote supports your topic sentence)	Analysis/Explanation of evidence (several sentences that make it clear how quote supports your topic sentence)

Evidence--Quote B (helps prove TS 1)	Evidence--Quote B (helps prove TS 2)	Evidence--Quote B (helps prove TS 3)
Analysis/Explanation of evidence (several sentences that make it clear how quote supports your topic sentence)	Analysis/Explanation of evidence (several sentences that make it clear how quote supports your topic sentence)	Analysis/Explanation of evidence (several sentences that make it clear how quote supports your topic sentence)
Mini-Conclusion: End paragraph and transition on to the next paragraph	Mini-Conclusion: End paragraph and transition on to the next paragraph	Mini-Conclusion: End paragraph and transition on to the next paragraph

CONCLUSION

2. Lesson 1: Comprehension & Writing Graphic Organizer Comparison/Contrast

This lesson will be a comparison and contrast of the main characters, Zachary and Tobias in “Life After High School” by Joyce Carol Oats. This lesson will be for developmental students of all language proficiencies and will include whole class and small group instruction.

Objectives: To teach effective comparison and contrasting skills, vocabulary, and to use this comparison and contrast to further understand (draw inferences from) the main event in the story: why does Zachary commit suicide?

Goal: For students to learn to use graphic organizers to produce clear and coherent writing through the development and organization of ideas and evidence from the text.

Vocabulary:

Comparing words—both, similar/same, also/too, as well as

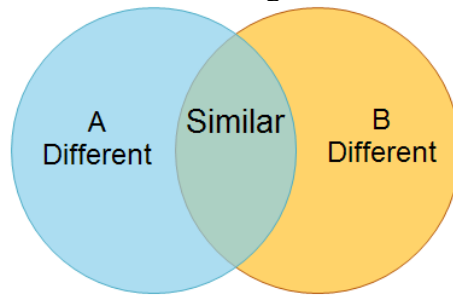
Contrasting words—however, in contrast, differ/different, while/whereas, on the other hand, but/yet, though/although

Whole Group Instruction:

The lesson will begin by discussing the concept of comparison and contrast. We compare things or characters to find the similarities or what is the same. When discussing similarities, we can use this vocabulary: both, similar/same, also/too, as well as. When we contrast things or characters, we find what is NOT the same or what is different. When discussing contrast, we can use this vocabulary: however, in contrast, differ/different, while/whereas, on the other hand, but/yet, though/although.

Explain that we will be using a graphic organizer called a Venn Diagram to organize out ideas. This will be drawn on the board.

Venn Diagram



Provide class with guiding questions and parameters before we can compare two things the class is familiar with as practice.

Guiding questions:

1. What are the similarities between these two characters?
2. How are these characters different?
 - When answering the questions, think of setting, character description, how they think, how they react to situations or problems, etc.
 - Think of which similarities are most important or reveal the most about who the characters are.
 - Try to write the page numbers of where you found the information as this will be important for finding quotes later.

Sample Practice:



As a class we can discuss the significance of the similarities between these two authors, characters, or any other appropriate topic, and we can talk about what the differences and/or their similarities allow us to infer.

Pair/Small Group Activity:

After the practice, it will be the students turn to apply what they have learned to the story we are reading. Students will get into pairs and work on creating a Venn Diagram for Zachary and Tobias. This will be a 10-minute activity.

During this time, teacher can walk around and check on students and answer questions.

After 10 minutes, students will be asked to switch partners, share what they have and add to their diagrams. This should take 5 minutes.

Whole Group:

As a class, we will create a Venn Diagram for the two characters. Students will share their ideas (including page numbers of where they found information) and will discuss their importance (is information needed or not) based on the guiding questions. We will then discuss what ideas in the diagram help you understand why Zachary commits suicide when Tobias does not. We can also discuss any other discoveries/comprehension/ideas the diagram helped them infer.

Extension Activity and Practice:

For homework, students will be asked to compare a third character Barbara. Her character is broken down into Sunny (girl before Zachary's death) and Barbara (girl/woman after Zachary's death). The story says that in throwing away his own life, Zachary freed Barbara to live her own life. I would like students to use the diagram to help them understand this concept in the story.

Culminating Activity:

The writing of a compare and/or contrast essay that focuses on the main characters in the story.

3. Lesson 2: KWL Plus & Data Charts for Research

Goal: For students to learn to use KWL Plus and data charts to produce clear and coherent writing through the organization of what they know and development of questions and evidence from their research. This information will be used to organize their research and write a research paper.

Vocabulary to familiarize students about what they might read:

Health care, for profit, non-profit, socialized healthcare, universal health care, market health care, out-of-pocket, Gross Domestic Product (GDP).

Whole Group Instruction Day 1:

Begin the class by saying we will be discussing health care as a topic for an upcoming writing assignment. Ask students if any of them think health care does not affect them? Have them explain. Ask students to think about what student(s) said and give their thoughts.

Explain how health care is something that all of us use and need throughout our lives, so it is an important topic that affects all of us, whether we think it does or not. Have students name ways we or our families have used health care and why it was important. Review the vocabulary.

Introduce students to the KWL Plus chart we will be using for this assignment. To begin, we will be adding what we already know to the chart and writing our responses. (Teacher will write on the board and students will create their own chart in their notebooks, or teacher can provide a copy of the chart below.)

K (what we KNOW)	Source (Do you know where this information came from?)	W (What we WANT to know. Write down questions you want answers to or information you want to find.)	L (What we LEARNED. This could be an answer to your question or something new and important)	Source (Use your research to list your source and important page numbers for quotes to use later)

As a class, we will fill in the K: what we KNOW section and list the sources of our information if any. We will then think of any questions we have that we want answered and list those.

Remind the students that they can add to the W and L columns as they do research since additional questions may come up as they read on the topic.

Data Chart Introduction and video Day 2:

1. Introduce students to data charts and have students watch PBS *Frontline*'s "Sick Around the World." (56 minute video with subtitles consisting of health care examples from five countries)
2. Pause video after each country and have them add information from the video to their data charts.

SAMPLE DATA CHART:

Country and additional details about their system.	Who manages health insurance care? (Insurance companies, Government, and/or individuals)	Can insurers profit from basic care?	Who pays for services (taxes, individuals, both)?	Average amount each family pays for health care?	% of GDP spent on health care?
United Kingdom (Example) Leader in preventative medicine; doctors make a bonus for keeping patients healthy; doctors are government employees and	National Health Service—socialized health care paid through taxes.	No	No out of pocket fees, everything is paid through taxes. Only medicines have a co-pay and only for young and working adults—at time of video 6 pounds	\$0	8.3% of GDP

hospitals are owned by the gov.					
Japan					
Germany					
Taiwan					
Switzerland					
United States					

3. Have students (as a class) add to/modify their KWL chart based on what they have learned from the video in preparation for library trip.

Research Day 3:

Take class to the library for Librarian Research Presentation and allow students to begin gathering research of their own. We will be looking for specific ways to improve the U.S. health care system. This information can be added to their LEARNED and SOURCE part of their KWL chart.

Culminating Activity:

Students will write a research essay advocating for a specific set of recommendations to improve health care in the U.S.

4. Lesson 3: GIST

This lesson will include the reading of William F. Buckley, Jr.'s "Why Don't We Complain" (49-55) and will be helpful in processing and comprehending information.

Objectives: To teach students about chunking information (paragraphs) in texts and to work on summary/comprehension skills.

Goal: For students to learn to find the GIST or main information in a section of text based on topic or connecting idea in the section.

Whole Group Instruction:

- Lesson will begin by asking students if they know what it means to "get the *gist* of something?"
- Write the dictionary definition on the board:

Gist—1. The substance or essence of a speech or text, 2. The main point or part of an argument

Webster's Dictionary explains that "The word *gist* often appears in such contexts to let us know that what follows will be a statement or summary that in some way encapsulates the main point or overarching theme. The gist of a conversation, argument, story, or what-have-you is what we rely on when the actual words and details are only imperfectly recalled, inessential, or too voluminous to recount in their entirety."

We can provide a few examples from some of their favorite movies or shows—what is the *gist* of ____ film or what is the *gist* of ____ episode?

Explain that for this assignment they will be trying to find the gist of sections in the text. This will help them to better understand a harder (but short) college level text.

Whole and Small Group Instruction for Activity

Directions:

1. Teacher will group students into groups of 3-4 students and make sure that groups contain students of same language background and students of varying strengths and language ability.

2. Once students are in groups, we will do the first section/chunk together as a class so that they have a clear model of what to do and so teacher can explain why this section was “chunked” and how the next section changes topics or ideas. We can also discuss transitional words to look out for.
 - Students will be instructed to read the passage quietly to themselves and take notes as they read of any information that they believe is important
 - They will write what they think is the “gist” or summary of that section—one sentence.
 - Students will be asked to share their sentences. We can review similarities and develop a clear, clean sentence that includes the most important ideas of the section and discard (after discussion) what can be discarded, if anything.
3. Students will be instructed to work on each section/chunk at a time, based on the Summary Point Chart projected on the overhead.
 - Each student will read the chunk individually
 - Each student will write their own summary sentence based on what they think the main points of the section are
 - After all students in the group are done, they will share their sentences, discuss the section, and negotiate the best summary for this section as a group
 - All students will write the group sentence in their notebook and label the sections.
 - During this time the teacher will walk around the class, listen to students, take note of who is not participating, encourage participation, and help students and/or answer questions as needed.

Summary Point Chart

Stop and summarize at these points:

1. Page 50, at end of paragraph 4
2. Page 51, at end of paragraph 8

3. Page 52, at end of paragraph 12
4. Page 53, at the end of paragraph 17
5. Page 54, at the end of paragraph 19
6. Page 55, at the end of the last paragraph

4. Groups will be asked to choose one person to read the summary sentences to the class so that the class can compare. We will look at similarities and any significant differences.
 - Here the teacher will serve as facilitator and ask students questions as needed to make sure they have understood the material.
5. At the end of the lesson, students will be asked what they have learned from doing this activity. Has it helped them to understand the material? How? Is it a good idea to keep doing this on all readings? Why?

5. Lesson 4: Learning Strategy (Metacognition) Instruction

This lesson will allow students to better understand the process involved in their own learning and monitor their methods. This will include metacognitive strategies.

Objectives: Students will go through the process involved in writing a body paragraph. Metacognitive strategies they will learn planning, organizing, self-management, monitoring comprehension, monitoring production

Goal: We will use the mnemonic device TEAC in class so that students understand how to write a body paragraph and be able to check that all elements of a body paragraph are present in their writing.

Whole Group Instruction:

1. Ask students how they write a paragraph.
 - Sample Questions for class discussion: What is their current process? Do they simply sit down and write whatever comes into their mind, do they plan ahead, do they find paragraph writing to be confusing and daunting? If so, why? If not, why not?
2. Introduce the class to the mnemonic device TEAC (Topic sentence, Evidence, Analysis, Conclusion) that we use in body paragraph formation, and review what each section entails:
 - Topic sentence is the main idea or what the paragraph will prove; it is usually the first sentence in a body paragraph and helps to support the point you are proving in your thesis
 - Evidence can be quotes or paraphrased material that helps to prove the point/argument you are making in your topic sentence
 - Analysis explains how the quote or paraphrase supports your topic sentence; here is where your ideas and inferences of the quote and how the quote relates to your point is given
 - Conclusion wraps up your paragraph by stating how you proved your point/argument and transitions to the next body paragraph.
3. Give students a copy of a sample body paragraph and project the same paragraph on the classroom document camera.

4. Ask students to read it carefully to themselves and to try and identify TEAC elements. They may use a pencil to mark where they think they see these elements in the paragraph.
5. As a class, using different highlighter colors, we review the body paragraph and discuss what each element is and why we know that is the part of TEAC being used.
6. Ask students what they think of the TEAC strategy, will it make writing their paragraphs easier or harder? How or why? Will TEAC be a good checklist for them to use when they write?

Individual Practice of the strategy

1. Give students a printout of TEAC
2. Ask students to write a body paragraph that follows the strategy.

Partner Work:

3. When students are done with their paragraph, have them exchange paragraphs with a partner.
4. They will explain how they followed the strategy and explain what each part in the paragraph is (i.e., topic sentence, paraphrase, analysis). As they work, they or their partner can point out if anything is missing or if anything is not quite fully developed. As a pair they will also highlight their paragraphs the same way we highlighted each section in the model to ensure that each section is present and note if anything is missing.
5. Once first student is done, they will repeat the process with the second student.
6. Teacher will circulate, listen to students, aid if any issues come up, and facilitate

Return to whole class instruction:

- Have students report out and explain what they found helpful in this activity.
- How do they think they will implement it in their writing in the future?
- Have them explain the steps they took when using this strategy.
- What other knowledge besides the mnemonic device, TEAC, did they need to be able to write their paragraph? Why?
- If they get stuck with their writing, what are some resources or other approaches we can take?

Appendix D: Reading Comprehension & Writing

1. Special Needs Brain Reciprocal Teaching Strategies

This activity can aid all students with reading and writing strategies, but it will be specifically useful to those students with reading difficulties and those students who require detailed directions and modeling, like students with attention deficit disorders and students who may have difficulty recalling verbal directions (like those on the autism spectrum or students with other cognitive difficulties) since all procedures will be written down for them to refer to as needed.

Learning Outcomes:

This lesson will use Reciprocal Teaching to allow students in English to better understand the process involved in reading comprehension (metacognition skills will be used) and link success to effort by teaching growth mindset.

Objectives:

Students will be able to

- Use Reciprocal Teaching Strategies
- Understand growth mindset and link effort to success
- Students will learn metacognitive strategies: planning, organizing, self-management, monitoring comprehension, monitoring production

Methods:

Whole class instruction

Day 1:

1. Whole class instruction will include learning about how reciprocal teaching works. We will discuss the following strategies:
 - **Questioning:** this can include pre-reading questions and questions about important ideas in the text—Pre-reading Qs: What does the title make you think of? Does the title give you a clue about the reading?—Important Qs about the text can be about theme or important ideas in a text section/chunk (this can be a paragraph or section of the text that is on the same topic), any question that searches for meaning in the text is valid

- **Summarizing:** After each paragraph or section/chunk—create a summary in your own words stating what that section is about—the main idea or gist of that section.
 - **Clarifying:** Students will assess their understanding of the text. Was there any information in the text that was unclear? Is there any vocabulary they need to look up to better understand the material? Is research needed?
 - **Predicting:** Based on what they have read so far, subtitles, or other material, can students make predictions about what might come next.
2. The class will be given a very short reading, about 4 paragraphs long, on which they will practice the strategies. Everyone in the group will write their own notes (students with writing difficulties can record and/or take pictures of notes from fellow students)
- First they will get into groups of four.
 - One student will be assigned to be the leader for each task to ensure that all students are participating. I will assign roles based on student strengths:
 - question leader—they will begin the questioning process and ask fellow group members to contribute additional questions.
 - Summary leader: This student will be tasked with finding consensus on where the group should stop each section and summarize. They can begin the summary and ask others in group for ideas on creating summary.
 - Clarifying leader: This student will begin with any questions they may have on the reading, ideas they do not understand, vocabulary they do not know, and will ask fellow students to also ask questions.
 - Prediction leader: This student will make the first prediction after each section and ask fellow students to give their input as well.

Day 2:

1. Students will be asked to reflect on what they have learned about reciprocal teaching and create a plan for what they must do before (based on prior knowledge) and during reading (based on learned strategy).
 - They will each write on the **BEFORE/during reading strategy** individually and then share with the class. I will keep notes on a google drive document that can be shared with all the class so that students can focus on listening and participating during class.
2. As a class, we will discuss and review ideas, which may include:
 - Preparing to read—
 - Do I need a quiet space?
 - How much time will I dedicate to this activity?
 - Do I have pencil in hand to write notes (post its, notebook paper, or will I write in margins?)
 - previewing activities like activating prior knowledge—
 - Does the title tell me anything about what I am about to read?
 - Am I familiar with the author?
 - Are there any bold or italicized words?
 - Are there any heading or subheadings and what do they tell me?
 - During reading strategy
 - Questioning, summarizing, clarifying, and predicting
 - Students will be given a handout with roles and instructions before getting into groups
3. Students will be given “Brainology: Transforming Students’ Motivation to Learn” by Carol S. Dweck to read and will use their reciprocal teaching strategies in their groups.

Homework: Students will re-read the essay and review their notes taken using the reading strategies. After they are done. They will write a journal explaining which strategies worked, which did not, and why.

Day 3

Note: Students will be encouraged to take their own notes, but I will use GoogleDocs to keep class notes so that students can focus on the discussion.

1. Students will be asked to discuss their journals and the strategies that worked and what did not. As a class we will discuss reasons, possible modifications, and why and how successful strategies were applied.
2. We will discuss the text read as a class. Possible questions for discussion: What is growth mindset? What are the two mindsets? How do the two mindsets work and which is better? Why? Why is effort important?
3. Students will then be asked to look at their notes and decide what this information will be useful for and how can they organize this information? Possible answers may include:
 - Depending on the class: organize notes on text to write a summary, to study for a test, to write an essay, etc.
 - Use information to formulate my own thoughts, opinions, etc.
 - Connect or compare information I have read to other material

Whole Group Instruction:

7. Ask students how they write a summary versus a body paragraph.
 - Sample Questions for class discussion:
 - Process: What is their current process? Do they simply sit down and write whatever comes into their mind, do they plan ahead, do they find paragraph writing to be confusing and daunting? If so, why? If not, why not?
 - What does a summary include and what should we leave out? Why?
 - What does a body paragraph include? What are the steps?
8. Introduce the class to the mnemonic device TEAC (Topic sentence, Evidence, Analysis, Conclusion) that we use in body paragraph formation, and review what each section entails:

- Topic sentence is the main idea or what the paragraph will prove; it is usually the first sentence in a body paragraph and helps to support the point you are proving in your thesis
 - Evidence can be quotes or paraphrased material that helps to prove the point/argument you are making in your topic sentence
 - Analysis explains how the quote or paraphrase supports your topic sentence; here is where your ideas and inferences of the quote and how the quote relates to your point is given
 - Conclusion wraps up your paragraph by stating how you proved your point/argument and transitions to the next body paragraph.
9. Give students a copy of a sample body paragraph and project the same paragraph on the classroom document camera.
 10. Ask students to read it carefully to themselves and to try and identify TEAC elements. They may use a pencil to mark where they think they see these elements in the paragraph.
 11. As a class, using different highlighter colors, we review the body paragraph and discuss what each element is and why we know that is the part of TEAC being used.
 12. Ask students what they think of the TEAC strategy, will it make writing their paragraphs easier or harder? How or why? Will TEAC be a good checklist for them to use when they write?

Day 4

Individual Practice on Paragraph Writing

7. Students will write a Summary and a Paragraph where they discuss which of the two mindsets Dweck presents is better and why.
8. Give students a printout of what summary paragraph should and should not include. TEAC to write a paragraph that follows the strategy

Partner Work:

9. When students are done with their paragraphs, have them exchange paragraphs with a partner in their group.

10. For summary, they will review the summary based on their notes from the reciprocal teaching group notes and provide feedback on organization and idea clarity.
11. For paragraph, they will explain how they followed TEAC and explain what each part in the paragraph is (i.e., topic sentence, paraphrase, analysis). As they work, they or their partner can point out if anything is missing or if anything is not quite fully developed. As a pair they will also highlight their paragraphs the same way we highlighted each section in the model to ensure that each section is present and note if anything is missing.
12. Once first student is done, they will repeat the process with the second student.
13. Teacher will circulate, listen to students, aid if any issues come up, and facilitate

Return to whole class instruction:

- Have students report out and explain what they found helpful in this activity.
- How do they think they will implement it in their writing in the future?
- Have them explain the steps they took when using this strategy.
- What other knowledge besides the mnemonic device, TEAC, did they need to be able to write their paragraph? Why?
- If they get stuck with their writing, what are some resources or other approaches we can take?

Appendix E: Metacognition for Reading and Writing

1. Metacognitive Lesson

Because I teach at the community college level, we do not review phonics skills at this level, but the book has provided many ideas of programs I can refer students to that may be helpful and that they may be able to acquire through our schools ACCESS program that provides accommodations for our students with disabilities.

Learning Outcomes:

This lesson will allow all students in English to better understand the process involved in their own thinking/learning (metacognition) and monitor their methods to improve efficacy. The goal is to provide accommodations and modifications as needed to improve reading and comprehension skills for all students.

Objectives:

Students will be able to

- Define “metacognition”
- Understand Blooms Taxonomy
- Students will apply metacognitive strategies to reading task
- Students will learn metacognitive strategies: planning, organizing, self-management, monitoring comprehension, monitoring production

Methods:

Whole class instruction

Day 1: View “[Metacognition, Effective Teaching and Learning](#)” video

It explains what metacognition is, the basic stages, connects to Blooms Taxonomy, gives questions students should ask themselves, and explains why it is needed in learning. To meet needs of all students, especially those with dyslexia and other learning needs, students are encouraged to listen carefully during video and take notes only when we pause video for discussion as this will help all students to focus on information being provided.

We will pause and discuss the definition of metacognition, metacognitive knowledge, self-regulation, Blooms Taxonomy, and so on, so students can better comprehend the concepts. Because students with dyslexia and other learning needs require time to process

material without additional stress or distraction, notes will be provided to students as an accommodation.

Students will also be provided a handout on Blooms Taxonomy to further understand the material—as a class we will create some questions and definitions for each category.

We will pay special and attention and discuss/write down the basics of strategy discussed in the video: BEFORE, DURING, AFTER that include activating prior knowledge, how to use it, when to use it, and what is it for? These notes will be written on the board, but students with accommodations will be asked to focus on and participate in discussion as notes will be provided.

Day 2:

4. Students will be asked to reflect on what they have learned and create a plan for what they must do before they begin reading a text.
 - They will each write a **BEFORE/pre-reading strategy** individually and then volunteer to share some strategies with the class.
5. As a class, we will write and review ideas on the board, which may include:
 - Preparing to read—
 - Do I need a quiet space?
 - How much time will I need and will I dedicate to this activity?
 - Do I have pencil in hand to mark passages and/or write notes, questions, and so on (post its, notebook paper, will I write in margins, or use dictation device to transcribe notes?)
 - previewing activities like activating prior knowledge—
 - Does the title tell me anything about what I am about to read?
 - Am I familiar with the author?
 - Are there any bold or italicized words?
 - Are there any heading or subheadings and what do they tell me?

6. Students will be given a short text, “The Birthday Party” to read and will use their pre-reading strategies individually and then we will discuss as a class and write our ideas on the board.
7. Students will then be asked to brainstorm **DURING reading strategies**.
 - What should they do as they read? This may include:
 - Marking and finding/adding definitions to needed vocabulary
 - Asking questions of text
 - Marking where information does not make sense
 - Marking important ideas/main ideas in the text
8. **Homework:** Students will read the story and apply DURING reading strategies. After they are done. They will write a journal explaining which strategies worked, which did not, and why. Students with dyslexia will be provided an audio version of the story or they can use text to speech program of their preference to read the story. Students are also allowed to use dictation option in Word to write their journal and will be encouraged to listen to their work using text to speech program to check that their written work for errors in vocabulary and meaning.

Day 3

4. Students will be asked to discuss their journals and the strategies that worked and what did not. As a class we will discuss reasons, possible modifications, and why and how successful strategies were applied.
5. We will discuss the text read as a class.
6. Students will then be asked to brainstorm **AFTER reading strategies and application**
 - What should they do after they read? This may include:
 - Re-reading with definitions found
 - Finding answers to questions asked in the text
 - Discussing passages in class or with classmates they did not understand on their own
 - Discussing important ideas/main ideas in the text

- What will this information be useful for and how can they organize this information? Possible answers may include:
 - Depending on the class: organize notes for text, for writing, etc.
 - Use a graphic organizer to keep track of ideas
 - Use information to formulate my own thoughts, opinions, etc.
 - Connect or compare information I have read to other material
7. Review paragraph writing assignment for text and go over plan that includes BEFORE WRITING, DURING WRITING, AND AFTER WRITING strategies

Whole Group Instruction:

13. Ask students how they write a paragraph.
- Sample Questions for class discussion: What is their current process? Do they simply sit down and write whatever comes into their mind, do they plan ahead, do they find paragraph writing to be confusing and daunting? If so, why? If not, why not?
14. Introduce the class to the mnemonic device TEAC (Topic sentence, Evidence, Analysis, Conclusion) that we use in body paragraph formation, and review what each section entails:
- Topic sentence is the main idea or what the paragraph will prove; it is usually the first sentence in a body paragraph and helps to support the point you are proving in your thesis
 - Evidence can be quotes or paraphrased material that helps to prove the point/argument you are making in your topic sentence
 - Analysis explains how the quote or paraphrase supports your topic sentence; here is where your ideas and inferences of the quote and how the quote relates to your point is given
 - Conclusion wraps up your paragraph by stating how you proved your point/argument and transitions to the next body paragraph.
15. Give students a copy of a sample body paragraph and project the same paragraph on the classroom document camera. Teacher or fluent student reader can read

paragraph aloud to class to avoid reading fluency obstacles. Students are encouraged to ask questions.

16. In student pairs (strong fluent reader with weaker reader) ask students to re-read it carefully and to try and identify TEAC elements. They may use a pencil to mark where they think they see these elements in the paragraph.
17. As a class, using different highlighter colors, we review the body paragraph and discuss what each element is and why we know that is the part of TEAC being used.
18. Ask students what they think of the TEAC strategy, will it make writing their paragraphs easier or harder? How or why? Will TEAC be a good checklist for them to use when they write?

Day 4

Individual Practice of the strategy

14. Give students a printout of TEAC
15. Ask students to write a body paragraph that follows the strategy. (Students with dyslexia are allowed to use dictation/speech to text device on their computers and are encouraged to use text to speech device to listen to and review their work.)

Partner Work:

16. When students are done with their paragraph, have them exchange paragraphs with a partner.
17. They will explain how they followed the strategy and explain what each part in the paragraph is (i.e., topic sentence, paraphrase, analysis). As they work, they or their partner can point out if anything is missing or if anything is not quite fully developed. As a pair they will also highlight their paragraphs the same way we highlighted each section in the model to ensure that each section is present and note if anything is missing.
18. Once first student is done, they will repeat the process with the second student.
19. Teacher will circulate, listen to students, aid if any issues come up, and facilitate

Return to whole class instruction:

- Have students report out and explain what they found helpful in this activity.
- How do they think they will implement it in their writing in the future?
- Have them explain the steps they took when using this strategy.
- What other knowledge besides the mnemonic device, TEAC, did they need to be able to write their paragraph? Why?
- If they get stuck with their writing, what are some resources or other approaches we can take?

Students with dyslexia will benefit from notes being provided so that they can focus on processing information and discussion without the pressure of having to write and take notes at the same time.

Students will also benefit from the use of computer programs that allow them to check spelling, grammar, and provide a thesaurus in Word. In addition, speech recognition and text recognition will aid in writing and reading.

Another accommodation for the paragraph writing assignment would be the use of a graphic organizer or template provided by the teacher.

Google documents provide an easy way for students to share their work with each other and teacher so as to provide quick and effective feedback.

Appendix F: Autism Lesson

1. Autism Empathy Lesson

I teach at the community college level where we have inclusive classrooms, and our students have a wide range of abilities. Our students who sign up for our ACCESS program are given classroom modifications and/or accommodations, but we never disclose this with their classmates. This activity will, hopefully, help the class understand autism and how to be more inclusive and accepting of their peers with learning disabilities, specifically autism.

OBJECTIVES

By the end of this lesson, students will:

1. Introduce the term “Autism”
2. Students will gain an awareness and understanding of autism spectrum disorder
3. Students will use research skills to research autism
4. Assignment: produce an informational product—you can design a picture book, a video, blog, or presentation, for example, to explain what they know to younger students, family, friends, classmates in other classes, and so on. They will choose their target audience and the most appropriate informational product.

Activity Day 1

- Let students know we will be researching and learning about autism this week, and this will culminate into a class assignment where they will need to conduct research.
- Begin class by asking them what they know about autism—write notes on board
- Ask them what they know specifically when it comes to sensory issues—this could come from some of the knowledge they have shared. For example, some might have mentioned that some people with autism rock back and forth or some other soothing techniques.
- Watch a short video: “Sensory Overload (Interacting with Autism Project)”
<https://vimeo.com/52193530>

Some people with autism have difficulty processing intense, multiple sensory experiences at once. This animation gives the viewer a glimpse into sensory overload, and how often our sensory experiences intertwine in everyday life.

1. Divide class into 2 sections
 2. Start playing loud music at a moderate level
 3. Give 3/4ths of the class a reading assignment that they will need to summarize before the music stops
 4. Give the other 1/4 of class the instruments and/or directions to sing, bang drum like on their desks, and/or pretend to make music
 5. Turn up the music to a loud level
 6. After the song is done (about 2 minutes), turn off music, and ask all students to stop
 7. Ask students who were working to explain to everyone how it felt during that situation, did they try to do anything to block out the noise, were they able to concentrate, did they want to run out of the room, and so on.
- Ask students to take a minute and think about how we can make the classroom a less stressful and more inviting environment for students who have autism. I will write suggestions on the board.
 - Discuss why it is important to make these modifications in the classroom.

Activity Day 2

- Start class by watching a short video:
TEDTalk “Autism—what we know (and what we don’t know yet) by Wendy Chung: <https://www.youtube.com/watch?v=wKlMcLTqRLs>
- Discuss the Autism Spectrum: Explain how everyone is different and this includes people with Autism Spectrum Disorder (ASD). Some people have mild autism while other have a more severe form. Some children with autism are very smart, some have difficulty communicating verbally even though they want to communicate their thoughts and feelings with other, and some may have a very hard time making friends because they cannot easily pick up the social cues and skills that come easily to many of us.
- Connect today’s lesson to Day 1 lesson and discuss some of the needs of people with autism, for example, a need for routine, anxiety that comes from noise or

social interaction, and so on and how they felt when their senses were overloaded, how they feel when they don't understand something, etc. and how it is not much different from someone who has autism.

- Pass out handouts and review Autism Statistics and Facts from *Autism Speaks*:
<https://www.autismspeaks.org/autism-statistics-asd>
- Ask students to focus on what they want to discuss and what shocked or interested them the most when reading the Autism Speaks handout.
- Ask students to get into groups of 4. These will be their research and presentation groups. They will work together on creating their product assignment.
 - The assignment should research and cover the following while keeping your target audience group in mind:
 - Help people see that individuals with autism are not one stereotype. Discuss the spectrum and how the spectrum affects people in different ways: for example, may want to mention those on the low, medium, and high end of the spectrum.
 - Relevant statistics and information should be included
 - Discuss strategies we can use to help people with ASD at school, at home, in the work place, and so on depending on your audience.
 - Discuss the strengths students with autism have
 - Discuss what we can do to help and how we can be allies for students with autism
 - Feel free to add anything else you find to be relevant from your research

Activity Day 3

- Ask groups to share a short synopsis of their projects: who is their audience, what mode of presentation have they chosen and why
- Students in class will be asked to give feedback on how effective and accurate they think the project is and make any recommendations they see fit
- If extra time, groups will work on their projects in class

Activity Day 4 – 5

- Each group will present their full product to the class.

- Classmates will grade each other's work based on the requirements of the project (i.e., audience and required information), the originality, accuracy of information (i.e., statistics, characterization of people with autism, etc.), did it provide valid suggestions on how to help or be allies, and a combination of written, spoken, and format of the work (did it work as a children's book, blog, and so on).

Appendix G: Using Growth Mindset

1. Everyone Can Learn Lesson

Objectives:

Teach your students about the mindsets.

Establish your classroom as a growth mindset zone.

Opening Affirmation Statement:

“Everyone can learn!”

- **Question:** What does this affirmation statement mean to you?

Possible answer: This affirmation means that anyone can improve on and learn new skills through effort and practice. This does not mean that everyone will learn these to the same level, but it does mean that if we try and put in effort, we can learn new things to the best of our abilities.

Preflection

- Think of a time you learned something new. What steps did you take to learn it?
- Think of a time you failed at something. How did it make you feel? What happened after you failed?

Video and Discussion

- Watch Khan Academy video, “You Can Learn Anything”
- Brainstorm examples of successful people who had to learn their craft to achieve their level of success. What do you think were some of the prerequisite skills they needed to be successful? (Could extend activity to have students research if and when these people failed and how they reacted to failure.)
- Share a personal story describing a time when I struggled to learn something in college. Focus on the following:
 - The effort put in
 - Problem strategies used
 - Seeking help from others
 - Using on campus resources
- Think, Pair, Share Activity
 - Have students think of a time they had difficulty learning something (does not have to be academic).

- Pair up with a partner and share the experience with each other, what the outcome was, and what they learned.

2. Growth Mindset Lesson

Have students take Growth and Fixed Mindset Self-Assessment questionnaire:

1. If you have to work hard at something, it means that I'm not smart. T or F
2. I like to try things that are hard. T or F
3. When I make a mistake, I get embarrassed. T or F
4. I like to be told I'm smart. T or F
5. I usually quit when something gets difficult or frustrating. T or F
6. I don't mind making mistakes. They help me learn. T or F
7. There are some things I'll never be good at. T or F
8. Anyone can learn something if they work hard at it. T or F
9. People are born stupid, average, or smart, and can't change it. T or F
10. Doing my best makes me proud, even if it's not perfect or I fail. T or F

Students will be asked:

How many of the **odd**-numbered statements did you think were true? _____

How many of the **even**-numbered statements did you think were true? _____

Evaluating Assessment

Odd-numbered statements are characteristic of a fixed mindset; even-numbered statements are characteristic of a growth mindset. We will discuss results at the end of the lesson.

Learning Objectives of lesson

- explain the difference between growth and fixed mindsets.
- distinguish between examples of growth and fixed mindsets.
- understand everyone is born to learn and we're all at a different place in our learning.

I can use my notes to teach definitions of mindsets and include videos to provide more inclusive auditory/visual material.

Essential Questions:

- How do we learn new things?

- Why is having a growth mindset valuable to learning?
- How does understanding fixed and growth mindset help us meet our goals?

Possible Answers:

- We learn new things through trial and error. We try to execute the new thing, make mistakes, learn from our mistakes, and try again until we can do the new thing to the best of our ability.
- Having a growth mindset is valuable to learning because it allows us to see our mistakes or failures as part of the learning process and not as the end of the learning process. We can learn from our mistakes and improve on our skills every time we practice.
- By understanding fixed and growth mindset, as learners we understand that we all learn, even if it is at different speeds and achieve different levels of mastery. If we have a growth mindset, we can also look at our fellow classmates as resources that we can ask for help. Instead of measuring ourselves by their success, we focus on our individual growth and understand that we are successful when we learn to our greatest capacity.

Classroom Culture

Ask students to brainstorm a list of growth-oriented classroom rules, expectations, and guidelines that could help them develop their growth mindsets and encourage it in others.

Possible answers:

- Don't laugh when someone makes a mistake
- If you don't get something the first time...
 - Ask a classmate to explain
 - Ask the teacher to explain
 - Go to office hours
 - Go to tutoring
- Don't take teacher comments on essays personally. Look at comments as opportunities to grow.

Appendix H: Reading List

Resources

- Brock, Annie, and Heather Hundley. *The Growth Mindset Coach: A Teacher's Month-by-Month Handbook for Empowering Students to Achieve*. Ulysses Press, 2016.
- Ferlazzo, Larry, and Katie Hull Sypkieski. *The ELL Teacher's Toolbox: Hundreds of Practical Ideas to Support Your Students*. Jossey-Bass, 2018.
- Gargiulo, Richard M., and Emily C. Bouck, editors. *Instructional Strategies for Students with Mild, Moderate, and Severe Intellectual Disability*. Sage, 2018.
- Haynes, Judie. *Getting Started with English Language Learners: How Educators Can Meet the Challenge*. Association for Supervision and Curriculum Development (ASCD), 2007.
- Herrell, Adrienne, and Michael Jordan. *50 Strategies for Teaching English Language Learners*. 6th ed., Pearson, 2020.
- Hildrew, Chris. *Becoming a Growth Mindset School: The Power of Mindset to Transform Teaching, Leadership and Learning*. Routledge, 2018.
- LaBarbera, Robin. *Educating Students with Autism Spectrum Disorders: Partnering with Families for Positive Outcomes*. Sage, 2019.
- Mather, Nancy, and Barbara J. Wendling. *Essentials of Dyslexia Assessment and Intervention*. Series edited by Alan S. Kaufman and Nadeen L. Kaufman, Wiley, 2012.
- Rief, Sandra F., and Julie A. Heimburge. *How to Reach and Teach All Children in the Inclusive Classroom: Practical Strategies, Lessons, and Activities*. 2nd ed., Jossey-Bass, 2006.

Sousa, David A. *How the ELL Brain Learns*. Corwin, 2011.

---. *How the Special Needs Brain Learns*. 3rd ed., Corwin, 2016.

Abstract

The goal of this formal study sabbatical was to improve the applicant's teaching effectiveness via the completion of the Teaching in the Multi-Cultural Classroom Certificate and the Inclusive Classroom Teaching Certificate from the University of La Verne. At a time when schools are striving for student equity, achievement, and support while not losing rigor in the classroom, it is important that educators acknowledge, learn about, and train to work with underserved populations, specifically students of color coming from special needs backgrounds. Attaining these certificates provided the additional training needed to provide an inclusive and supportive learning environment for students who are most at risk and in need of support.