Sul Ross State University

Syllabus

EDUA 3303

Methods and Materials for the Classroom Teacher

Fall 2023

Instructor: Dr. Jeanne Qvarnstrom

Class: M & W 8:00 – 9:15 in MAB 308

 Office Hours: MTW from 9:30 a.m. to noon and by appointment

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My Commitment to All students:

Connecting with Students for Success

As a part of a research study, I am committed in this course to the following:

I will know your name

I will provide user-friendly, timely feedback on your assignments

I will hold high standards and support you to achieve them

I will hold an individual meeting with each student during the semester

Required Textbooks:

Brookhart, S. M. & Oakley, A. (2021). How to look at student work to uncover student thinking. ASCD.

Selected readings posted on Blackboard

<mark>19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.</mark>

Course Description:

This course is designed for the classroom teacher with an emphasis on practical, hands-on instructional strategies and techniques (infused with technology), classroom management and field experience. Emphasis is on lesson plan design, assessment of student learning, data analysis, and providing effective feedback for students.

Prerequisite Knowledge:

EDUA 3301 and EDUA 3303 are the last two courses offered in Block II for the Teacher Education Program before student teaching.   Students will draw upon all of the previous coursework to complete this course. **Passing the content test (TExES) is highly recommended prior to doing student teaching.**

In order to do the required classroom observations for this course, students must:

- Pass the DPS Computerized Criminal History Verification (those observing outside of AISD, must check with the respective school district for requirements).
- Receive the **Agreement Letter** signed by the SRSU Director of Teacher Education to present to the school prior to starting observations.

Assignments:

All assignments outside of class must be typed and proofread. All assignments are due on the due date.

Assignments	Points	Module & Due Dates
Letter of introduction for your host teacher for classroom observations	20	Module 1/ September 2
What's Missing in Teacher Prep? Exit card	10	Module 1/ September 2
Trends in Education Select a YouTube or other video (under 5 minutes) and complete the assignment template, and come prepared to present and lead a discussion on the trend	20	Module 2/ September 6 (presentations will be throughout the semester)
Context for Learning Assignment (investigate either Alpine Elementary School or Alpine Middle school or Alpine High School or a school where you are observing)	15	Module 2/ September 9
Reflections on Visits to Classrooms (based on school visits)	20	Module 4/ September 23
Classroom Observation form for Lesson Video observed in class (Rob Naylor video posted on Blackboard)	15	Module 4/ September 23
Week Five Exit Card over Chapter 1	10	Module 5/ September 30
T-TESS Evaluation of Lesson Video observed in class (Joseph Masiello video posted on Blackboard)	15	Module 6/ October 7
Written and Oral Update on Your Lesson Plan	20	Module 6/ October 4
Quiz #1 online/ posted Monday, October 9 Class does not meet on October 9	50	Module 7/ October 9

Four Steps: Design, Teach, Reflect, Evaluate-Feedback to Promote Learning *1. **Design** lesson with technology integrated and post by October 11* You will use the same lesson for EDUA 4322 and get credit for both.	75	Module 7/ Due October 11
*2. **Teach** lesson in EDUA 3303* *(limit to 20 minutes in class) Proficiency Report completed by Dr. Qvarnstrom*	20	Module 8/ Teach in class on October 16,18 and 23
3. **Reflect:** *Closure for Lesson Presentation*	10	Module 8/ October 21
Then teach lesson plan in the classroom where you are observing and video tape (parent permission required) • *Make video to share in EDUA 3303 by November 8 or earlier* See Module 9 for directions. Post video in Discussion Board #2.	10	Module 9/ November 8
4. Evaluate: *Bring student artifacts from the lesson to analyze. Select one student, design a reteaching plan and implement the plan in the class you are observing. Use the **Feedback to Promote Learning** Form posted in Module 13.*	20	Module 13/ November 20
Assessment Exit Card	1 0	Module 9/ October 28
Self-Reflection on Culturally Responsive Pedagogy (CRP)	30	Module 10/ November 1
Toolbox of Wisdom complete with 10 or more references	30	Module 10/ November 4

Quiz #2 online/ posted Monday, November 13 Class does not meet on November 13	60	Module 12/ November 13
Five Thought Organizer	10	Module 14/ November 27
Prepare a statement on Your Teaching Philosophy (My Mantra). See week 14 for directions.	20	Module 14/ November 29
10 hours of classroom observation, log, and reflection (Completed log and observation reports required) * Your Host Teacher must sign the log as well as initial it. **10 hours are required to pass this course**	50	Module 15/ December 4 or earlier
Certify Teacher **A passing score of 260 is required before the official test is approved.**	10	Module 15/ December 4 or earlier
Discussion Boards- 10 points each Write your response in complete sentences and read and write a response to 1 other student in the class. See due dates posted in Discussion Board section. DB 1 Module 8, DB 2 Module 11, and DB 3 Module 12	30 totals	Throughout semester
Exit Cards-assigned during the semester-10 points each Write your response in complete sentences.	TBD	Throughout semester
Final exam	100	**Posted on Blackboard December 11 all day until midnight**
Classroom activities	Points may vary	**ongoing**

* Texas Education Agency (TEA) mandates 30 hours of classroom observation prior to teacher certification. If you fail to obtain 10 required observation hours for this course, you will not pass this course.

*All assignments are due on the date indicated. Points may be deducted for any late work.

Grade calculation: A = 90-100%   B = 80 – 89%   C= 70-79%   D= 60-69%

Student Learning Outcomes - required by Southern Association of Colleges & Schools Commission on Colleges:

1. Students will demonstrate effective lesson planning.
2. Students will demonstrate written and oral proficiency through a variety of instructional strategies.
3. Students will demonstrate effective evaluative processes for assessing student learning.

Marketable Skills – required by the Texas Higher Education Coordinating Board:

- Students have the ability to teach diverse learners in an inclusive learning environment.
- Students have the ability to assess student learning.
- Students have the ability to critically think and creatively adapt instructional strategies to an instructional setting.
- Students have the ability to construct a classroom management plan.
- Student have the ability to effectively use technology to communicate.

Student Learning Objectives:

The Education 3303 students will…

1. Apply principles and strategies for communicating effectively in varied teaching and learning contexts.
2. Provide appropriate instruction that actively engages students in the learning process.
3. Incorporate the effective use of technology to plan, organize, delivery, and evaluate instruction for all students.
4. Monitor student performance and achievement; provide students with timely, high-quality feedback; and respond flexibly to promote learning for all students.
5. Develop skills to design assessment and analyze results to inform future instruction

Library Support:

The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, **library.sulross.edu**. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (**srsulibrary@sulross.edu**), or phone (432-837-8123).

Tentative Schedule

May be adjusted by the professor

Week	Readings	Class Topics and Assignments
Week 1 August 27	What's Missing from Teacher Education?	Essential Question: What qualities does a great teacher have? Introduction to EDUA 3303 *Assignments:* *Letter of Introduction to Host Teacher-September 2* *What's Missing Exit Card-September 2*
Week 2 September 3	Tending to Learning Environments Early Field Experience Handbook	Essential Question: What is the Learning Context? *Assignments:* *Trends in Education- September 6/ first presentation* *Context for Learning Assignment-September 9*
Week 3 September 10		Essential Question: Why are classroom observations important? Our class will visit Alpine Elementary (9/11), Alpine Middle (9/13), and Alpine High (9/18). Arrive promptly at 8:15 a.m. Wear professional dress. Online students are encouraged to use these days to do observations or other assignments.

Week 4 September 17		Essential Question: What is good instruction? *Assignments:* - Reflection on Visits to Classrooms post on Blackboard - September 23. - Completing the Classroom Observation form for an in-class video- September 23 (Rob Naylor)

Week 5 September 24	Chapter 1 in Brookhart & Oakley	Essential Question: How to uncover student learning? *Assignment:* *Post the Week Five Exit Card over Chapter 1 -September 30* *Begin work on your lesson plan to teach in EDUA 3303 and in your host teacher's classroom- October 11 in Blackboard (module 7).*
Week 6 October 1	T-TESS	Essential Question: How to plan for instruction? *Assignment:* *Applying the T-TESS appraisal to an in-class video- October 7 (Joseph Masiello video)* *Written & Oral Update on Your Lesson Plan- October 4* Submit your Spring Student Teaching application to Madison Owen in the Education Department
Week 7 October 8		Essential Question: Does your lesson plan promote student engagement? **NO CLASS ON MONDAY, October 9** - Take quiz #1 online- October 9 - Use your time for classroom observations, working on your lesson plan, and completing Quiz #1 online - Post your lesson plan-October 11
Week 8 October 15		Essential Question: How does T-TESS rate the instructional domain? *Assignment:* *Teach your lesson in class-October 15 & 18* *Discussion Board 1-View Harry Wong video and complete discussion board #1 – October 21. Respond to one other student's posting.* - Closure for lesson presentation-October 21

Week 9 October 22	Chapter 2 in Brookhart & Oakley "Moving from Equity Awareness to Action"	Essential Question: How to infer what students are thinking? Discuss Culturally Responsive Pedagogy *Assignment:* *Assessment Exit Card- Evaluating Student Work- October 28*

Week 10 October 29		Essential Question: What is culturally responsive pedagogy? *Assignment:* • *Complete the Culturally Responsive Pedagogy Self Reflection Survey-November 1* • *Complete the Toolbox of Wisdom -November 4*
Week 11 November 5	Chapter 3 in Brookhart & Oakley	Essential Question: What is effective feedback? Bring student artifacts to class that you collected from teaching your lesson. We will analyze student work in class. *Assignment:* *Discussion Board 2- Write about one of your references from your Toolbox of Wisdom -November 4. Respond to one other student's posting*
Week 12 November 12	Chapter 4 in Brookhart & Oakley	Essential Question: What is the next instructional move? NO CLASS ON MONDAY, NOVEMBER 13 *Assignment:* • Take quiz #2 online-November 13 • *Discussion Board 3- Post the video of your teaching and then view one other student's video and write a response- November 8*
Week 13 November 19	Chapter 5 in Brookhart & Oakley	Essential Question: Why is professional development important? *Assignment:* Post the **Feedback to Guide Further Learning** assignment by November 20
November 22-24		**THANKSGIVING VACATION**
Week 14 November 26	Chapter 6 in Brookhart & Oakley	Essential Question: How to plan for data guided instruction? *Assignment:* • Five Thought Organizer due by November 27 • Post your Teaching Mantra by November 29

Week 15
December 6
		Essential Question: What is my philosophy for teaching?
		Assignment:
		    • *10 hours of classroom observation log and 5 reports*
		    • Post Certify Teacher score report by December 4 or
		        earlier

Celebration Breakfast on Wednesday, December 6		**Celebration Breakfast on Wednesday, December 6** Students will present their Teaching Mantra
Final Exam		**Final posted on Blackboard** December 11-closing at midnight

Throughout the course, additional activities and readings may be added to the course to enhance your learning experience with or without bonus points.

POLICIES

Attendance Policy:

Students are expected to attend all zoom sessions and be on time. Grade deductions will be made for missing zoom sessions.   In the event of an emergency or illness, students must contact the professor via email or telephone. Students are expected to log-in on Blackboard on a weekly basis.   SRSU Class Attendance policy states, "The instructor may, at his/her discretion, drop a student from a course when the student has a total of nine absences." A scholar is expected to be punctual, prepared and focused. Excessive tardiness will affect your grade. Meaningful and pertinent participation is required.

Students with Special Needs Policy- required by Americans with Disabilities Act Course Description:

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mary Schwartze, SRSU's Accessibility Services Coordinator, at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartze@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine. Texas, 79832.

Family Educational Rights and Privacy Act (FERPA):

FERPA is a Federal Law that protects the privacy of students' educational records. Sul Ross State University follows FERPA regulations.

Academic Integrity Policy:

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Examples of academic dishonesty include but are not limited to

- Turning in work as original that was used in whole for another course and/or professor
- Turning in another's work as one's own
- Copying from professional works and Internet sites without citation

Any of the above offenses will result in a zero for the assignment with no option to redo for credit.

Communication Expectations:

- All written assignments are expected to exhibit professional quality. Grammar, spelling, and vocabulary errors will result in a reduction of your score. Letters and materials written by you as a professional and sent to parents/administrators must be virtually perfect.
- All assignments must be typed in APA format. No handwritten assignments will be accepted unless noted.
- Discussion boards as assigned should include one or more supporting citations. For all discussion boards, full credit requires a written, posted response to one or more other students' postings.
- For cell phones, refrain from text messaging in class.

Technology Provisions:

Refer to the HELP option in the left-hand menu in Black Board.

Contact the SRSU Help Desk at 432 837 8888 or the Sam Houston 24 hours help desk at 888 837 6055.

If you are taking an online test, and it shuts down on you, you may email the professor.

Diversity Statement

I am committed to creating a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class,

11

sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that there may be unexpected life events that could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

This course teaches TEA standards covered in the Pedagogy & Professional Responsibility Exam:

1.003.b Uses appropriate criteria to evaluate the appropriateness of learning goals and objectives (e.g. clarity; relevance; significance; age appropriateness; ability to be assessed; responsiveness to students' current skills and knowledge, background, needs and interests; alignment with campus and district goals

1.003c. Uses assessment to analyze students' strengths and needs, evaluate teacher effectiveness and guide instructional planning for individuals and groups.

111.010a. Demonstrates knowledge of the characteristics, uses, advantages and limitations of various assessment methods and strategies, including technological methods and methods that reflect real-world applications

111.010c. Uses appropriate language and formats to provide students with timely, effective feedback that is accurate, constructive, substantive and specific

111.010d. Knows how to promote students' ability to use feedback and self-assessment to guide and enhance their own learning

111.010e. Responds flexibly to various situations (e.g., lack of student engagement in an activity, the occurrence of an unanticipated learning opportunity) and adjusts instructional approaches based on ongoing assessment of student performance

This course teachers Texas Education Agency Standards:

 (1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

  (A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i)   Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii)   Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii)   Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

   (B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i)   Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii)   Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii)   Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

   (C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i)   Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii)   Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii)   Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

   (D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i)   Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii)   Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii)   Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

   (E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i)   Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii)   Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii)   Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

   (F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

(ii)   Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii)   Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

  (2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

   (A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i)   Teachers purposefully utilize learners' individual strengths as a basis for academic and social emotional growth.

(ii)   Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii)   Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

   (B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i)   Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

(ii)   Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii)   Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

14

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i)   Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii)   Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(iii)   Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

  (3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

   (A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i)   Teachers have expertise in how their content vertically and horizontally aligns with the grade level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(ii)   Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iii)   Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

   (B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(i) Teachers organize curriculum to facilitate student understanding of the subject matter.

(ii)   Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

(iii)   Teachers promote literacy and the academic language within the discipline and make discipline specific language accessible to all learners.

   (C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(i) Teachers teach both the key content knowledge and the key skills of the discipline.

(ii)   Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.

(iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

(ii) Teachers maximize instructional time, including managing transitions.

(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

(iv)   Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

  (5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

    (A) Teachers implement both formal and informal methods of measuring student progress.

(i)   Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

(ii)   Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

    (B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(iii)   Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

    (C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i)   Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii)   Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

    (D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.