



**Your
Education
Ally.**

By Teachers,
For Teachers.

Course Syllabus

Name:

Date:



Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



Current University Partners (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations. (Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term

Registrations Accepted
July 16-March 15
Coursework Due*
April 15

Summer Term

Registrations Accepted
December 16-July 15
Coursework Due*
August 15

Fall Term

Registrations Accepted
March 16-October 22
Coursework Due*
November 15

*Or first business day after the 15th if due date falls on a weekend.

Coursework Details

The Rigor of Teaching Channel Graduate-Level Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

All coursework is to be completed in the Teaching Channel online environment.

Course Name	A Closer Look at Dyslexia, Dysgraphia, and Dyscalculia
Course Number	OL 5212
Course Credits	3 or Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

Learn the ins and outs of three common learning disabilities in this no-nonsense course focused on what educators need to know about dyslexia, dysgraphia, and dyscalculia. Explore the experiences of parents/families, colleagues, and students who have knowledge of and experience with learning disabilities. Discover how the Science of Reading, assistive technology, and purposeful engagement can positively impact students with learning disabilities. Whether you're a general or special education teacher, support specialist, or tutor, you'll take away numerous strategies and resources to help students with the disabilities of dyslexia, dysgraphia, and/or dyscalculia thrive.

Goals and Objectives:

Upon completion of this course, participants will be better prepared to:

1. Use provided prompts specific to learning disabilities, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Design a student assistance plan to support students with dyslexia, dysgraphia, and/or dyscalculia.
3. Develop resources on dysgraphia for caregivers, colleagues, and/or students.
4. Collaborate, through an interview with an expert, to solve challenges around a student's learning disability.
5. Implement a new idea around the Science of Reading or assistive technology and reflect on the experience in writing.
6. Draft a lesson plan or an email to your administrator meant to advocate for students with dyslexia, dysgraphia, or dyscalculia.

Required Articles and Other Resources:

All articles and other resources are linked in the online environment, within their respective assignments.

All coursework is to be completed in the Teaching Channel online environment.

Knowledge Base:

The knowledge base of this course, in part, is affirmed in the writing and research of these references:

- Burkins, J. M., & Yates, K. (2021). *Shifting the balance: 6 ways to bring the science of reading into the balanced literacy classroom*. Stenhouse Publishers.
- Faber, H. (2021). *Code green on dyscalculia: A guide for educators, parents, counselors, and other professionals*. Notion Press.
- Farrell, M. (2022). *Supporting disorders of learning and co-ordination: Effective provision for dyslexia, dysgraphia, dyscalculia and dyspraxia*. Routledge.
- Green, J. L. (2018). *Assistive technology in special education: Resources to support literacy, communication, and learning differences*. Prufrock Press
- Noel, M.-P. (2022). *Effective teaching strategies for dyscalculia and learning difficulties in mathematics: ... perspectives from cognitive neuroscience*. Routledge.
- Shaywitz, S. E., & Shaywitz, J. (2020). *Overcoming dyslexia: A major update and revision of the Essential Program for reading problems at any level, incorporating the latest breakthroughs in science, educational methods, technology, and legal accommodations*. Alfred A. Knopf.
- Simonetti, N. (2021). *Dyslexia defused: Reading struggles and reading solutions*. Rowman & Littlefield.
- Spear-Swerling, L. (2022). *Structured literacy interventions: Teaching students with reading difficulties, grades K-6*. The Guilford Press.

Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

All coursework is to be completed in the Teaching Channel online environment.

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

All coursework is to be completed in the Teaching Channel online environment.

Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

All coursework is to be completed in the Teaching Channel online environment.

Module 1

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about dyslexia, dyscalculia, and dysgraphia.
2. Summarize your previous knowledge or experience with dyslexia, dyscalculia, and dysgraphia as a teacher, family member, or student.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

3. Investigation: Read and Respond

After reading the assigned resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

Begin by reading through the International Dyslexia Association's definition of dyslexia:

"Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge."

All coursework is to be completed in the Teaching Channel online environment.

Next, review the following resources:

- “Dyslexia in the Classroom: What Every Teacher Needs to Know” Testing and Evaluation” from the International Dyslexia Association (Helpful hint: These resources may be easier to read if you download the PDF.)
- “How to Spot Dyslexia, and What to Do Next” Podcast from Cult of Pedagogy (Helpful hint: You can either listen to the podcast or read the transcript.)

Then, watch the following video for an inside look at an evaluation for dyslexia.

Note: Each evaluation may be slightly different depending on the needs of the learner, evaluation requirements, and the preferences of the evaluation team.

- A. Imagine a parent/family member or older student who knew nothing about dyslexia asking you, “What is dyslexia?” How would you explain it in language that they could easily understand?
- B. Explain the relationship or lack of relationship between dyslexia and intellect.
- C. Describe potential social and emotional impacts of dyslexia on an individual, and determine steps you can take to mitigate the social and emotional impacts on students with learning disabilities.
- D. Which of the strategies, tips, and tools from the resources above are you most excited to try with your students? Why?
- E. Compare *Structured Literacy* to your current method of teaching reading.
- F. Based on the resources above, share your ideas for making reading instruction more interactive for the learner.
- G. Describe the importance of early identification and intervention for children with dyslexia.

Read, “FAQs about Bilingualism and Dyslexia” by Peg Rosen via Understood and “The Role of Implicit Bias: Dyslexia Diagnosis and Race,” by Resha Conroy at The Windward Institute.

- H. Outline key factors to consider when you have a bilingual student struggling to learn to read.
- I. Synthesize your takeaways from the article, “The Role of Implicit Bias: Dyslexia Diagnosis and Race,” (linked above).
- J. Read “Accommodations for Students with Dyslexia” from the International Dyslexia Association, then explain how you would go about choosing an accommodation for a student with dyslexia.

Module 2

1. Tell us about yourself!

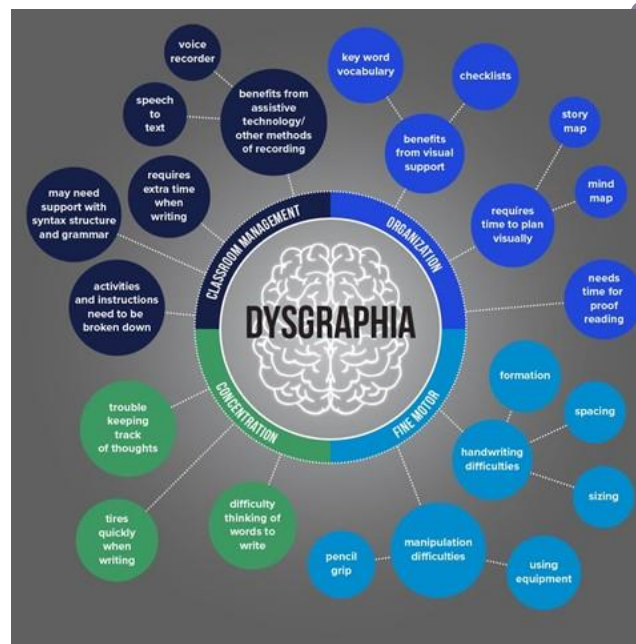
Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Dysgraphia

Dysgraphia is to writing as dyslexia is to reading. While both are related to literacy skills, it's important to understand them separately. Additionally, keep in mind each person with either of these disabilities experiences them differently.

To begin this application, watch the following video from the Child Mind Institute:

Next, study the infographic below showing the numerous possible impacts of dysgraphia from Learning Tools by Don Johnston.



Now, think about any one of your learners (past or present) and consider their challenges with writing. Is it possible the student has or had dysgraphia?

To find out more, read, "What is Dysgraphia?" by The Understood Team being sure to expand the "Dive Deeper" section for more information. Then, read "Dysgraphia," by Dyslexic Logic to build your knowledge on this disability. Keep an eye out for methods or strategies your students might find useful.

Now, read, "Classroom Accommodations for Dysgraphia," and "Treatment for Kids with Dysgraphia" via Understood.

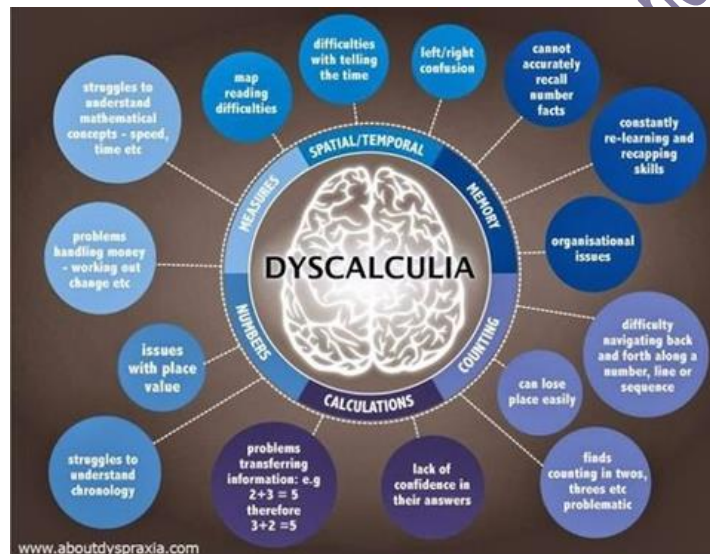
Using what you've learned, develop an original resource on dysgraphia for colleagues, families, or students. Feel free to be creative in the format of your resource (infographic, cartoon, newsletter, slide deck, etc.) and be sure to include the following:

- A definition of dysgraphia using appropriate language for your chosen audience
- Signs or symptoms of dysgraphia
- Two or more methods or strategies that can be used to assist students with dysgraphia including short (one paragraph) explanations of each

Submit your resource with your Module 2 work.

3. Application: Dyscalculia

The focus of this application is dyscalculia, another disability related to a specific content area...this time math. To begin, check out this infographic showing potential impacts of dyscalculia from Learning Tools by Don Johnston.



Next, watch the following video to answer the question: what is dyscalculia?

To discover more, complete the following activities:

- Review the Understood page on Dyscalculia.
- Choose the video below that connects most to your current or future teaching assignment to hear how the disability impacts the individual.
- Read the following:
 - "Classroom Accommodations for Dyscalculia," by Amanda Morin via Understood
 - "Treatment for Kids with Dyscalculia," by Amanda Morin via Understood
 - "How to Treat the Symptoms of Dyscalculia," by Devon Frye via Additude Magazine

All coursework is to be completed in the Teaching Channel online environment.

Using what you've learned, develop a resource for colleagues, families, or students to help further understand dyscalculia. Feel free to be creative in the format of your resource (infographic, newsletter, slide deck, website etc.) and be sure to include the following:

- A definition of dyscalculia using appropriate language for your chosen audience
- Signs or symptoms of dyscalculia
- Two or more methods or strategies that can be used to assist students with dyscalculia including short (one paragraph) explanations of each

Submit your resource with your Module 2 work.

4. Application: Collaborate

Teacher collaboration can have a positive impact on achievement. Watch as two educators take "teacher time outs" and "huddle" collaboratively to improve the lesson for learners.

Collaboration during teaching is not always possible, but it is wise to be thinking about how you can collectively improve the teaching and learning experience for your students. One way to do this is to use the experts around you.

For the purposes of this application, an "expert" can be a family member of a student with dyscalculia, dyslexia, or dysgraphia, the student themselves (if this is age/developmentally appropriate), or a professional at your school, in your district, or in your community with expertise on learning disabilities.

Tip: Special educators, school psychologists, tutors, interventionists, occupational therapists, or special education administrators may have valuable insights.

For this application, complete the following steps:

1. Set some time aside to reflect on a past, present, or future student with learning challenges. (It is acceptable to use an imaginary student for this activity if you have not encountered a student with a learning disability.) Think about:

- Challenges for the student - What is/was hard for them at school?
- Challenges you/the school are having in terms of teaching them, managing behavior, or even connecting with them - What is hard for you?
- Challenges the family may be having - What is hard for them?

2. In the spirit of collaboration, write 3 questions you want to pose to the expert to improve the student's educational experience.

3. Connect with your expert* to discuss your 3 questions in one of the following ways:

- Meet face-to-face - Schedule at least 20 minutes for an in-depth discussion around your questions.
- Set up a virtual meeting - Schedule at least 20 minutes for an in-depth discussion around your questions.
- Connect over email - This should include your initial email, their response, follow up questions for the expert, and their response.

All coursework is to be completed in the Teaching Channel online environment.

As you discuss ways to best help your student, jot down their suggestions and your ideas so you can refer to your notes later.

4. Reflect on your conversation in two paragraphs or more using the prompts below to guide you.
- What questions did you ask your expert?
 - What information did you gather from your conversation?
 - What will you change about your professional practice based on this conversation?
 - How do you anticipate these changes to your professional practice will help the learner?

Submit your responses with your Module 2 work.

**If you do not have anyone with whom to collaborate, please complete the following instead of the above assignment.*

Create a 15-minute presentation (5-8 slides) on dyslexia or dysgraphia and collaboration to share at a staff or professional learning community meeting. Include the following information, at minimum:

- Definition of dyslexia or dysgraphia
- Characteristics of dyslexia or dysgraphia
- Accommodations and/or assistive tech for students with dyslexia or dysgraphia
- Instructional strategies/methods to increase student collaboration for learners with dyslexia or dysgraphia
- Opportunities for teacher collaboration to improve teaching and learning for students with dyslexia or dysgraphia
- Any additional information you think will be helpful to colleagues teaching students with dyslexia or dysgraphia

Submit your presentation with your Module 2 work.

5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google, Bing, etc.) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions

All coursework is to be completed in the Teaching Channel online environment.

- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet “A” criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

Module 3

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Implement

This application is all about trying something new-to-you to improve outcomes for students with learning challenges. With that in mind, complete one of the following options:

Option 1: Research-Backed Methods

For this option, you will investigate the Science of Reading, Structured Literacy, and Multi-Sensory instruction for teaching students with dyslexia or reading challenges, and then you'll have the chance to implement a great new idea!

A. The Science of Reading: Begin by reading, “What is the Science of Reading?” by Dr. Kirstina Ordetx via the Institute for Multi-Sensory Education. Then, review the resources below. As you do so, keep your eye out for methods, strategies, etc. that may help your students.

B. Structured Literacy: Read “What is Structured Literacy?” by Kim Greene via Understood and “Structural Literacy and Typical Literacy Practices: Understanding Differences to Create Instructional Opportunities” by Louise Spear-Swerling via Teaching Exceptional Children. Then, watch Structured Literacy in action.

C. Multisensory Instruction: Read “What is Multisensory Instruction?” and “8 Multisensory Techniques for Teaching Reading” by Amanda Morin from Understood.org. Then, watch multisensory instruction as it unfolds.

Next, implement any one new-to-you idea you learned from this option.

Following implementation, please summarize the experience in two paragraphs or more including:

- A detailed description of the new-to-you idea implemented with students
- Your reasons for choosing it
- Student responses to the activity
- Strengths and struggles: what worked well and what you might change if you did this again?

Option 2: Assistive Tech

“Technology is everywhere these days. But did you know there are specific tech tools that can help people who learn and think differently? These tools—called assistive technology, or AT—are often inexpensive and easy to use.” -The Understood Team

All coursework is to be completed in the Teaching Channel online environment.

To learn more about assistive technology, start by reviewing "What is Assistive Technology? by Understood. Be sure expand and read each of the "Dive Deeper" sections.

Next, check out this great webpage, Assistive Technology by PACER Center, with student videos to help you further understand how assistive technology can improve accessibility for learners. Please watch at least two videos and then scroll down to review the remainder of the page content.

Now, choose two or more resources from the list below to review:

- "Assistive Technology for Reading," from Understood
- "Assistive Technology for Writing," from Understood
- "Assistive Technology for Math," from Understood
- "Assistive Technology for Auditory Processing Disorder," from Understood
- "Video: 5 Myths About Assistive Technology"
- "Assistive Technology Platforms: What You Need to Know," by Jamie Martin
- "Apps for Students With Special Needs—As School Buildings Shutter," by Jayne Clare
- "Easy Ways to Bring Assistive Technology Into Your Classroom," by Jennifer Sullivan

Now, implement any one new-to-you idea you learned from this option.

Following implementation, please summarize the experience in two paragraphs or more including:

- A detailed description of the new-to-you idea you implemented with students
- Your reasons for choosing it
- Student responses to the activity
- Strengths and struggles: what worked well and what you might change if you did this again?

If you do not have access to students, please develop an implementation plan for 2 new-to-you ideas. Each implementation plan should include:

- A detailed description of the new-to-you idea you plan to implement with students
- Your reasons for choosing it
- A method for gauging the success of each idea
- A hypothesis of how the ideas you plan to implement will impact the learner

3. Application: Innovate

You have reviewed many resources in this course, so let's pull them together to support a learner. For this application, develop a one-page student assistance plan for a past, present, or future student that you believe may have a learning disability. (It is acceptable to use an imaginary student for this activity if you have not encountered a student with a learning disability.) Your plan should include the following:

- A brief summary of your student, including overall strengths, challenges, and interests
- Needs related to one of the following:
 - dysgraphia or writing
 - dyscalculia or math
 - dyslexia or reading
- Two specific strategies or methods you'd like to use with the student and why
- Your plan for implementing the two strategies chosen
- A method for gauging the success of each strategy
- A hypothesis of how the supports you provide will impact the learner

All coursework is to be completed in the Teaching Channel online environment.

****Consider student needs from multiple angles: academic, behavioral, social-emotional, technological, etc. and be specific.**

For example, the student is unable to stay in the lines when printing letters, the student needs access to Google Read and Write to assist with vocabulary challenges, or maybe the student needs strategies to manage frustration when writing.

Submit the plan with your Module 3 work.

4. Application: Challenge the Status Quo

Sometimes challenging the status quo is necessary to improve outcomes for individuals with disabilities. For this application, complete one of the following options below to do just that.

Option 1: Intrinsic Look

For this option, consider the typical instructional methods used with students with disabilities. Often, interventions, direct instruction, structured literacy, and homework activities for students with learning disabilities are scripted and monotonous. You may even find yourself bored as you teach! In addition, we often ask students with disabilities to do more of what is hard for them, which can negatively impact motivation. Instead, we must find ways to engage each learner.

Begin this option by watching the videos and reviewing the infographics below. Then, complete the assignment that follows.

Choose a lesson you would like to revise or develop to increase student engagement using the resources above and the ideas of voice, choice, strengths, and interests. Submit your lesson plan highlighting areas where you included these *four* concepts allowing a new way of learning for students with disabilities to show their smarts. Your lesson plan should include, at minimum:

- Your learning target (consider using standards and/or Individualized Education Plan goals/objectives)
- The step-by-step process or procedure for the lesson
- Any scaffolds or supports, accommodations, or assistive technology students may need
- A check for understanding or exit ticket
- Highlighted areas where you included the concepts of voice, choice, strengths, and interests

Option 2: Extrinsic Influence

For this option, draft a letter or email to an educational leader or administrator to challenge the status quo specific to the teaching and learning of students with learning challenges.

Your communication should include:

- Your specific idea for change
 - For example, you could recommend a different schedule for intervention services to ensure students with disabilities are included in their mainstream language arts block if that is an issue in your school.
- Your reasons for initiating the change
- Any information from the course or your own research you deem relevant

All coursework is to be completed in the Teaching Channel online environment.

- Input from at least one other individual (i.e., colleagues, students, administration, parents/families, community members, etc.)
 - Feel free to include ideas you gained from your expert while completing Application: Collaborate.
- Steps to accomplish the change
- An invitation to further discuss the change

Please note: You are not required to send this communication, but please submit it with your Module 3 work.

5. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.