

**A. Title: MSIT 4321 Integrated Curriculum, Planning, and Assessment: Secondary**  
(Created 4/01/04; Revised 7/12/04; 7/27/07; 6/27/08; 6/28/09; 6/17/10)

**B. Catalog Description:**

This field-based course is intended to equip prospective secondary teachers with the knowledge, skills, and dispositions needed to plan and teach thematically. Candidates will participate as members of interdisciplinary teams in the design of lesson activities and assessments that cross disciplinary lines. The course will include lecture, discussion, and field experiences. The course is taken as part of the Professional Block III. (Prerequisites: Completion of Blocks I and II.)

**C. Purpose:**

The purpose of the course is to give teacher candidates a working knowledge of integrated curriculum, planning, and assessment so that they can plan, implement, and evaluate interdisciplinary lessons using multiple strategies. The course is designed to enhance interaction among teacher candidates across disciplinary lines. The value of curricular decision making and the role of teacher leadership will be emphasized.

**D. Required Texts:**

Drake, S.M. (2007). *Creating standards-based integrated curriculum*. Thousand Oaks, CA: Corwin Press.

Primis/McGraw-Hill customized case book (Available in the UCA Bookstore)

Chalk & Wire Subscription (for Submission of Summative Test assignment)

Professional journal articles on electronic reserve (Torreyson Library)

**E. UCA Teacher Preparation Program Summary and Goals:**

The education programs at the University of Central Arkansas establish and maintain rigorous standards for teacher candidates' knowledge and performance to ensure that all students achieve state-adopted learner outcomes. Working from a solid content background, teacher candidates demonstrate proficient and flexible use of different ways of teaching to engage actively all students in learning. Teacher candidates are well versed in the characteristics of students of different ages, abilities, and cultural backgrounds. They are skilled in integrating technology into instruction and creating an environment in which all students can be successful and want to learn. Teacher candidates know when and how to assess learning through various forms of traditional and authentic assessments. They are well prepared for successful careers in teaching and are expected to act in a professional manner in all circumstances with students, colleagues, parents/guardians, and community members. As professional educators, teacher candidates value collaboration and seek opportunities to work with other professionals and community members to improve the educational experiences for students.

1. The teacher candidate designs and organizes instruction and assessment procedures for all students based upon a thorough knowledge of subject matter, pedagogy, and students.
2. The teacher candidate uses appropriate, effective classroom practices, procedures, and pedagogies to create and manage a productive learning environment.
3. The teacher candidate demonstrates strong communication skills, employs effective teaching strategies and methodologies, integrates technology into instruction, and uses a variety of assessment measures.

4. The teacher candidate engages in professional development, demonstrates ethical conduct in working with all constituencies (students, colleagues, parents / guardians, and community members), and reflects upon instruction and student learning to assess teaching effectiveness.

**How does “Integrated Curriculum” address the PEU’s Conceptual Framework vision of preparing *Educators as Reflective Decision-Makers*?**

As teacher candidates consider what is most important for students to know and how to assess students’ learning, they will engage in reflective decision-making and learn to think in interdisciplinary ways. Because the creation of integrated curriculum requires collaboration, teacher candidates will have opportunities to acquire, to practice, and to evaluate their team-planning skills. They will reflect upon their interactions with students, assess their own effectiveness, and analyze cases to determine alternatives. Additionally, course content, class activities, and assignments will correlate with program goals 1 (Domain A) and 3 (Domain C). Performance-based assessments for concurrent enrollment in Internship I will use the UCA Teacher Performance Outcomes Assessment (TPOA) Instrument.

**F. Use of Technology:**

Candidates will locate and use developmentally appropriate websites for teaching secondary school curriculum. They will investigate types of software, CD-ROMs, videotapes, and other forms of media to enrich lessons. Various forms of technology will be evident in the resource guide prepared by each candidate. Unit and lesson plans will include ways to integrate technology. Communication with the instructor and each other will be facilitated through electronic mail.

**G. Diversity:**

Candidates will be provided opportunities through direct instruction and field experiences to gain the knowledge, skills, and dispositions to provide effective instruction in diverse classrooms and communities. A wide variety of instructional methods will be modeled during the course to meet the needs of a diverse class. In addition, candidates will design curriculum (including goals, methods, and assessments) suitable for a wide range of students. The theme of the unit should appeal to a diverse student population.

**H. Course Goals and Objectives:**

**1. Candidates analyze curricular influences and understand the change process.**

Candidates will

- Identify and explain significant curricular concepts.
- Explain the role of school culture in the change process.
- Understand the importance of collegial relationships in schools.

**2. Candidates engage in systematic instructional planning.**

Candidates will

- Write effective objectives.
- Differentiate between activities and instructional goals.
- Locate appropriate and varied instructional resources for classroom teaching.
- Apply backward design to the planning process.

**3. Candidates construct and use multiple assessment strategies that are developmentally appropriate for learners.**

Candidates will

- Demonstrate knowledge of the purposes of and concepts relative to evaluation.

- Design informal ways to check for understanding.
- Develop formative and summative assessment tools.
- Design rubrics that are complete and clear.
- Explain the appropriate use of standardized tests and the associated terminology.
- Analyze critical issues in assessment.

**4. Candidates value constructivism and apply curriculum integration.**

Candidates will

- Contrast constructivism with traditional instructional approaches.
- Design lesson plans that incorporate various teaching/learning strategies.
- Trace the historical development of curriculum integration.
- Describe the benefits and barriers to integration.

**5. Candidates use a variety of strategies to design and implement integrated curriculum units at the secondary school level.**

Candidates will

- Demonstrate use of various integration strategies.
- Select an appropriate and relevant theme.
- Formulate essential questions to guide the unit.
- Organize content using concepts and generalizations.
- Use a variety of presentation formats and instructional resources.
- Design lessons that actively engage learners and extend their thinking.
- Evaluate the process of developing an interdisciplinary unit.

**6. Candidates value planning as a collegial activity and participate effectively in the team planning process.**

Candidates will

- Explain why and how teachers should function as leaders.
- Identify and analyze factors that facilitate and hinder team productivity.
- Demonstrate awareness of one's own and others' contributions to team efforts.
- Evaluate team effectiveness.

**I. Course Outline:**

**1. Curriculum & Change (Course Goal #1)**

A. Major Concepts

- Traditional meaning of curriculum
- Standards: state & national
- Alignment: horizontal & vertical
- Developmentally appropriate
- Emergent curriculum
- Pacing guides

B. School Culture & Change

- Roles of teachers (Designers)
- Collegiality

**2. Instructional Decision-making (Course Goal #2)**

A. Planning process (Domain A)

- Critical components & rationale
- Backward design

- c. Levels of planning
- d. Writing objectives
- e. Activities vs. instructional goals
- B. Instructional resources (beyond the textbook)
- C. Curriculum frameworks & national standards
- D. Bloom's Revised Taxonomy

### **3. Evaluating Student Learning (Goal # 3)**

- A. Purposes of evaluation
- B. Types of assessments
  - a. Diagnostic
  - b. Formative
  - c. Summative
- C. Formative assessment strategies
  - a. CFU methods
  - b. Homework design
  - c. Oral questioning (effective)
  - d. Effective feedback
- D. Interim assessments in the classroom
- E. Summative measures of assessment
  - a. Test construction principles
  - b. Types of items
    - 1) Selected response
    - 2) Constructed response
  - c. Performance assessment
    - 1) Portfolios
    - 2) Projects
    - 3) Journals
  - d. Self-assessment
- F. Scoring rubrics—analytical & holistic
- G. Culminating (or big) assessment
- H. Standardized tests
  - a. Achievement vs. aptitude
  - b. Norm-referenced
  - c. Criterion-referenced
  - d. Validity and reliability
  - e. Test interpretation: Mean, Percentile rank, Raw vs. scaled score
- I. Issues in evaluation
  - a. "High stakes" tests & Accountability
  - b. "Teaching to the test"
  - c. Ethical considerations

### **4. Curriculum Integration & Constructivism (Course Goal # 4)**

- A. Constructivism
  - a. Contrast with traditional classroom practices
  - b. Advantages and disadvantages
- B. Pedagogical methods
  - a. Socratic seminars
  - b. Project-based learning
  - c. Cooperative learning
- C. Integrated Curriculum
  - a. Degrees of integration

- b. Historical background and rationale
- c. Barriers and benefits

**5. Designing Integrated Curriculum Units (Course Goal # 5)**

- A. Brainstorming
- B. Webbing (Graphic organizers)
- C. Planning Tools
  - a. Scan and Cluster technique
  - b. Know-Do-Be Bridge/Umbrella
  - c. Concepts
  - d. Generalizations (Big Understandings)
  - e. Essential (Big) Questions
  - f. Themes
- D. Designing learning activities
  - a. Introductory
  - b. Enabling
  - c. Culminating

**6. Teacher Leadership & the Team Planning Process (Course Goal # 6)**

- A. Collegiality: barriers, benefits, & behaviors (Role of teacher leader)
- B. Characteristics of productive teams
- C. Effects of teaming on students
- D. Effects of teaming on teachers
- D. Evolutionary development of teams
- E. Effective use of team planning time
- F. Teaming requirements and conflict resolution

**J. Field Experience Requirements:**

The Professional Education Block includes an internship in a secondary school. Candidates will spend extended time in a school placement where they will engage in site-based application of skills. During the time in the schools, candidates will complete assignments and course requirements related to work in Internship I. In working with public school professionals, flexibility will be vital. The range of *possible* field experiences may include the following activities (to be determined in consultation with practicing professionals/mentors):

1. Interviews of teachers concerning instructional planning and practices
2. Exploration of curriculum design and implementation
3. Observation of the team/individual planning process
4. Observation and practice in using a variety of instructional strategies
5. Planning and delivery of instruction
6. Evaluation of student learning through varied assessment options
7. Reflection on teaching episodes and learning outcomes

As part of this course, candidates will submit a reflective paper on internship experiences related to Integrated Curriculum, Planning, & Assessment (including responses to guest speakers). Candidates will demonstrate reflective decision-making by indicating implications and applications for their own teaching.

**K. Course Outcomes and Evaluation:**

Domain A (Planning and Preparation) and Domain C (Instruction: Teaching for Student Learning) of the Pathwise Observation System will be the major evaluation emphases. Candidates will be evaluated using a variety of assessment methods including written exams, case response papers,

reflective field summary, assessment tools, and an interdisciplinary unit plan with a resource guide. The rubric for the unit plan (correlated with criteria from UCA's TPOA) is attached. Peer-evaluation by candidates will also be an expected part of the evaluation process. The following relative weights for the evaluation components will be used to determine final grades:

Case response papers	15 %
Integrated unit plan & Exhibition	30 % (Includes an individual resource guide)
Created Assessments	20 % (Includes summative test & key)
Written exams (2)	30 %
Field Reflection Paper	5 %

Grading Scale:(the listed percentages will be applied to the total points possible)

A = 90 – 100; B = 80 - 89; C = 70 – 79; D = 60 – 69; F = below 60

**L. Attendance Policy:**

The professional nature of the senior block demands professional behavior in all matters including punctuality and responsible attendance. Candidates will be expected to attend all class meetings and all scheduled days in the public schools. For unavoidable absences, proper notification is expected as well as plans to make up the time and work. Unprofessional conduct relative to attendance will result in a conference with the university instructor (see also syllabus Section O). Continued disregard for professional expectations will result in the candidate being asked to drop the block of study.

**M. Student Handbook Policies:**

Candidates are expected to follow the policies regarding academic dishonesty, sexual harassment, and academic issues as outlined in the current *UCA Student Handbook*. Candidates should familiarize themselves with all policies listed in the *Handbook*.

Plagiarism is the presentation of another person's work, ideas, or expressions as your own whether you do so intentionally or as a result of careless documentation. It is a serious violation and carries severe penalties – failure on the assignment or in the course.

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act, please contact the UCA Office of Disability Services at 450-3135.

**N. Grade Appeals:**

The College of Education's Student Academic Grade Appeal Policy offers additional guidelines from that outlined in the *UCA Student Handbook*. It specifically defines a timeline for the appeal process. A student who wishes to appeal the final grade in a course should follow the guidelines found in the College of Education Student Academic Grade Appeal Policy. This policy is located on the College of Education website: [www.uca.edu/coe](http://www.uca.edu/coe).

**O. Professional and Ethical Conduct Policy:**

Please read carefully the new policy found on the College of Education website.

[http://www.uca.edu/education/documents/Professional and Ethical Conduct Policy 4-2010.pdf](http://www.uca.edu/education/documents/Professional_and_Ethical_Conduct_Policy_4-2010.pdf).

**P. Bibliography:**

Airasian, P.W. & Russell, M.K. (2008). *Classroom assessment: Concepts and applications*. Boston: McGraw-Hill.

Arhar, J.M., & Irvin, J.L. (1995). Interdisciplinary team organization: A growing research base. *Middle School Journal*, 26(5), 65-67.

Armstrong, T. (2007). The curriculum superhighway. *Educational Leadership*, 64(8), 16-20.

- Barth, R. (2006). Improving relationships within the schoolhouse. *Educational Leadership*, 63(6), 8-13.
- Brown, D. (2006). It's the curriculum stupid: There's something wrong with it. *Phi Delta Kappan*, 87 (10), 777-783.
- Buck, S., Ritter, G., Jensen, N., & Rose, C. (2010). Teachers say the most interesting things—an alternative view of testing. *Phi Delta Kappan*, 91 (6), 50-54.
- Curry, J., & Samara, J. (Eds.). (1997). *Constructing integrated units for middle school learners*. Austin, TX: Texas Middle School Association.
- Flowers, N., Mertens, S., & Mulhall, P. (2000). What makes interdisciplinary teams effective? *Middle School Journal*, 31(4), 53-56.
- Flowers, N., Mertens, S., & Mulhall, P. (1999). The impact of teaming: Five research-based outcomes of teaming. *Middle School Journal*, 31(2), 57-60.
- Fogarty, R. (1994). Thinking about themes: Hundreds of themes. *Middle School Journal*, 25(4), 30-31.
- Fogarty, R. (1991). Ten ways to integrate curriculum. *Educational Leadership*, 49(2), 61-65.
- Fogarty, R., & Stoehr, J. (2008). *Integrating curricula with multiple intelligences*. Thousand Oaks, CA: Corwin Press.
- Garcia, J., Spalding, E., & Powell, R. (2001). *Contexts of teaching: Methods for middle and high school instruction*. Upper Saddle River, NJ: Prentice-Hall.
- Gardner, H. (1985). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Good, T., & Brophy, J. (2000). *Looking in classrooms* (8th ed.). New York: Longman.
- Gronlund, N. & Waugh, C.K. (2009). *Assessment of student achievement*. Upper Saddle River, NJ: Pearson.
- Guskey, T. (2005). Mapping the road to proficiency. *Educational Leadership*, 63 (3), 32-38.
- Hannel, I. (2009). Insufficient questioning. *Phi Delta Kappan*, 91 (3), 65-69.
- Johnson, D.W., & Johnson, R.T. (1984). *Circles of learning: Cooperation in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Kauchak, D.P., & Eggen, P. (1998). *Learning and teaching: Research-based methods* (3rd ed.). Boston: Allyn & Bacon.
- Kovalik, S. (1994). *ITI, the model: Integrated thematic instruction*. Kent, WA: Books for Educators.
- Lazear, D. (1994). *Multiple intelligence approaches to assessment*. Tucson, AZ: Zephyr.
- Lenski, S.D., Wham, M.A., Layne, S., & Layne, D. (1996). Informal assessment at the middle school level. *Middle School Journal*, 27(4), 41-45.
- Lines, C. (1994). Authentic assessment at the middle level. *Middle School Journal*, 25(4), 39-41.
- Marzano, R. J. (2006). *Classroom assessment & grading that work*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Maurer, R.E. (1994). *Designing interdisciplinary curriculum in middle, junior high, and high schools*. Boston: Allyn and Bacon.
- McMillan, J. (2007). *Classroom assessment*. Boston: Allyn & Bacon.
- McTighe, J. & O'Connor, K. (2005). Seven practices for effective learning. *Educational Leadership*, 63(3), 10-17.
- Merenbloom, E.Y. (1991). *The team process: A handbook for teachers* (3rd ed.). Columbus, OH: National Middle School Association.
- Pate, P.E., Homestead, E.R., & McGinnis, K.L. (1997). *Making integrated curriculum work: Teachers, students, and the quest for coherent curriculum*. New York: Teachers College Press.
- Popham, W.J. (2008). *Classroom assessment: What teachers need to know*. Boston: Allyn & Bacon.
- Price, K.M., & Nelson, K. (1999). *Daily planning for today's classroom: A guide for writing lesson and activity plans*. Belmont, CA: Wadsworth Publishing Company.
- Roberts, P.L., & Kellough, R.D. (2008). *A guide for developing interdisciplinary thematic units*. Upper Saddle River, NJ: Pearson.

- Sallee, B. & Rigler, N. (2008). Doing our homework on homework: How does homework help? *English Journal*, 98(2), 46-51.
- Schurr, S. (1992). *The ABC's of evaluation: 26 ways to assess student progress*. Columbus, OH: National Middle School Association.
- Schurr, S. (1999). *Authentic assessment: Using product, performance, and portfolio measures from A to Z*. Columbus, OH: National Middle School Association.
- Simmons, S.L., & El-Hindi, A.E. (1998). Six transformations for thinking about integrative curriculum. *Middle School Journal*, 30(2), 32-36.
- Stevenson, C., & Carr, J.F. (1993). *Integrated studies in the middle grades: Dancing through walls*. New York: Teachers College Press.
- Taylor, C. & Nolen, S. (2008). *Classroom assessment: Supporting teaching and learning in real classrooms*. Upper Saddle River, NJ: Pearson Education.
- Tchudi, S., & Lafer, S. (1996). *The interdisciplinary teacher's handbook: Integrated teaching across the curriculum*. Portsmouth, NH: Boynton/Cook Publishers.
- Tomlinson, C. (2008). Learning to love assessment. *Educational Leadership* 65 (4), 8-13.
- Vars, G.E. (1987). *Interdisciplinary teaching in the middle grades: Why & how*. Columbus, OH: National Middle School Association.
- Walker, D.E. (1998). *Strategies for teaching differently: On the block or not*. Thousand Oaks, CA: Corwin Press.
- Wiggins, G. & McTighe, J. (2008). Put understanding first. *Educational Leadership*, 65(8), 36-41.

### **Integrated Unit & Exhibition: Performance Assessment Rubric**

Teacher candidates will participate as members of interdisciplinary teams to plan an integrated unit of study that lasts a minimum of 2 weeks. They will submit a thorough written product and present an exhibition of their ideas to an audience of peers who will function as fellow teachers at a faculty meeting. (Each dimension/criterion for the unit will be rated on a 10-point scale for a total of 100 possible points. See UCA's TPOA for a detailed description of target behaviors.)

The teacher candidate...

- \_\_\_ ♦ Builds collaborative relationships with colleagues to create the unit (D3)
- \_\_\_ ♦ Uses knowledge of students to plan the unit (A1)
- \_\_\_ ♦ Selects instructional goals appropriate for the content and students (A2)
- \_\_\_ ♦ Designs instruction that connects concepts across disciplinary lines (A3)
- \_\_\_ ♦ Uses appropriate methods, materials, activities, and resources (A4)
- \_\_\_ ♦ Aligns student assessment with learning goals (A5)
- \_\_\_ ♦ Makes content comprehensible to students (C2)
- \_\_\_ ♦ Extends students' thinking (C3)
- \_\_\_ ♦ Uses instructional time effectively (C5)
- \_\_\_ ♦ Integrates technology into instruction (C7)

**Criteria for the Team Exhibition:** (5 points for each criterion for a total of 25 points)

- Communicates learning goals (C1)
- Communicates clearly and accurately (C6)
- Communicates challenging learning expectations (B3)
- Projects a professional demeanor (D7)
- Indicates how parents/families will be engaged (D4)

### **Integrated Unit & Exhibition: Performance Assessment Rubric Standards**

**The teacher candidate ...**

◆ **Builds collaborative relationships with colleagues to create the unit (D3) [10 pts]**

*How effectively does the candidate work with his/her team members? Does the candidate actively participate, show initiative, and exhibit industry? Is the candidate an advocate for student learning?*

◆ **Uses knowledge of students to plan the unit (A1) [10 points]**

*How extensively does the candidate use knowledge of students' needs & interests in planning the unit?*

◆ **Selects instructional goals appropriate for the content and students (A2) [10 pts]**

*Does the candidate formulate interdisciplinary goals for the unit (tied to the curriculum frameworks) that are suitable for the level of students and that integrate several subject areas?*

◆ **Designs instruction that connects concepts across disciplinary lines (A3) [10 pts]**

*How well does the candidate display knowledge of the content concepts and relationship to prerequisite relationships and other disciplines? Is context established?*

◆ **Uses appropriate methods, materials, activities and resources (A4) [10 points]**

*How much variety in methods, materials, activities, and resources is evident? In what ways does the candidate engage students in meaningful learning? Does the plan have a clearly defined structure and sequence?*

◆ **Aligns student assessment with learning goals (A5) [10 points]**

*How well do unit assessments align with stated goals? Are grading criteria clearly specified and communicated effectively to students?*

◆ **Makes content comprehensible to students (C2) [10 points]**

*Does the candidate engage students in active learning by showing effective use of questioning techniques, meaningful activities, and student reflection? Is the delivery of content instructive?*

◆ **Extends students' thinking (C3) [10 points]**

*Are there opportunities for H.O.T.? Is critical and creative thinking enhanced?*

◆ **Uses instructional time effectively (C5) [10 points]**

*How suitable is the structure and pacing of lessons? Do meaningful activities occupy time during the unit? Are groups managed appropriately?*

◆ **Integrates technology into instruction (C7) [10 points]**

*Does the candidate meaningfully use technology (i.e., enhance student learning) during the unit and/or to prepare the unit?*

**TOTAL POINTS POSSIBLE: 100**

**TOTAL POINTS EARNED: \_\_\_\_\_**

**Team Exhibition of Integrated Unit Performance Standards**

● **Communicates learning goals (C1) [5 points]**

*How clearly does the team communicate the unit's goals and procedures? Are these appropriate for the students?*

● **Communicates clearly and accurately (C6) [5 points]**

*Are there no errors (written or oral) in the presentation? Does the team use vocal variety (expressive)? Is there evidence of the integration of communication skills into the unit (i.e., reading, writing, speaking, & listening)?*

● **Communicates challenging learning expectations (B3) [5 points]**

*To what extent does the unit promote H.O.T.? Does the team hold high expectations for students and express confidence in students' ability? How well does the team create a positive climate for learning?*

● **Projects a professional demeanor (D7) [5 points]**

*Do the team members' dress, attitude, & behavior project professionalism? Are resources used effectively to foster student learning?*

● **Indicates how parents/families will be engaged (D4) [5 points]**

*Does the team present ways to engage students' families and the community? How regular and successful will a variety of communication techniques be employed?*

**TOTAL POINTS POSSIBLE: 25**

**TOTAL POINTS EARNED: \_\_\_\_\_**

## Field Mentor Diversity Information and Class Profile Undergraduate Form

**Undergraduate Candidates** are required to complete this form and enter this information into your Candidate Account Manager (CAM) account for each course with a field component. This information is for data purposes only. Complete the data that applies to your particular field assignment.

Program or Major \_\_\_\_\_  
Candidate's Name \_\_\_\_\_ UCA ID \_\_\_\_\_  
Course Prefix, Number and Name \_\_\_\_\_  
Field Mentor \_\_\_\_\_ School/Setting \_\_\_\_\_  
Grade(s)/Age(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_ Date \_\_\_\_\_

### Mentor Diversity Information

Race:	Gender:
<input type="checkbox"/> African American or Black non-Hispanic	<input type="checkbox"/> Male
<input type="checkbox"/> Asian, Asian American, or Pacific Islander	<input type="checkbox"/> Female
<input type="checkbox"/> Hispanic	
<input type="checkbox"/> Native American, Inuit, Aleut	
<input type="checkbox"/> White, non-Hispanic	

### Class Profile

**The answers require actual numbers in each category.**

1. How many students are in the class/setting? (Provide the information for either a single student/small group/class – whatever applies to the field setting.)  
 male  
 female
  
2. What is the age range of students? \_\_\_\_\_
  
3. Approximately how many students are in each of the following **language** categories?  
 English language proficient  
 Limited English proficient
  
4. Approximately how many students have the following **exceptionalities**?  
 visual impairment  
 hearing impairment  
 developmental disability  
 emotional or behavior disability  
 gifted  
 learning disability  
 physical disability  
 ADD/ADHD  
 other (please specify) \_\_\_\_\_
  
5. With respect to the following categories, how would you describe your students?  
 African American or Black non-Hispanic  
 Asian, Asian American, or Pacific Islander  
 Mexican American or Chicano  
 Native American, Inuit, Aleut  
 Puerto Rican  
 Other Hispanic  
 White, non-Hispanic  
 Mixed Race  
 other (please specify) \_\_\_\_\_