

Adaptation of CCT Rubric -- for Therapeutic Specialists

Key Instructional Competencies and Organization of the Rubric for Speech Pathologists, School Psychologists and Social Workers:

CCT Rubric for Effective Teaching		Observed
Domain 1	Classroom Environment, Student Engagement and Commitment to Learning	<i>In-class or small group observation when specialist is modeling a lesson or co-teaching.</i>
Domain 2	Planning for Active Learning	<i>Non-classroom observations/reviews of practice.</i>
Domain 3	Instruction for Active Learning	<i>In-class or small group observation when specialist is modeling a lesson or co-teaching.</i>
Domain 4	Professional Responsibilities and Teacher Leadership	<i>Non-classroom observations/reviews of practice.</i>

1: Classroom Environment, Student Engagement and Commitment to Learning

Specialists promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
1a. Creating a positive learning environment that is responsive to and respectful of the learning needs² of all students.				<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes				
<ul style="list-style-type: none"> Rapport and positive social interactions 	<ul style="list-style-type: none"> Interactions between specialist and students are negative or disrespectful and/or the specialist does not promote positive interactions among students. 	<ul style="list-style-type: none"> Interactions between specialist and students are generally positive and respectful and/or the specialist inconsistently makes attempts to promote positive social interactions among students. 	<ul style="list-style-type: none"> Interactions between specialist and students are consistently positive and respectful and the specialist regularly promotes positive interactions or there are no disrespectful behavior between students. 	<ul style="list-style-type: none"> Evidence exists that students appropriately correct one another using teacher designed interventions/ or there is no disrespectful behavior between students.
<ul style="list-style-type: none"> Respect for student diversity³ 	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
<ul style="list-style-type: none"> Environment supportive of intellectual risk-taking 	Creates a learning environment that discourages students and from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the specialist or other students.
<ul style="list-style-type: none"> High expectations for student learning 	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.

²**Learning needs of all students:** includes understanding typical and atypical growth and development of PK-12 students, including characteristics and performance of students with disabilities, gifted/talented students, and English language learners. Teachers take into account the impact of race, ethnicity, culture, language, socioeconomic status and environment on the learning needs of students.

³**Student diversity:** recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

1: Classroom Environment, Student Engagement and Commitment to Learning

Specialists promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.				<i>In addition to the characteristics of accomplished including one or more of the following when teaching a classroom lesson:</i>
Attributes				
<ul style="list-style-type: none"> Communicating, reinforcing, and maintaining appropriate standards of behavior 	Demonstrates little or no evidence of knowing school rules	Identifies school rules for students.	Supports school rules.	Student behavior is completely appropriate. OR Specialist seamlessly responds to misbehavior.
<ul style="list-style-type: none"> Promoting social competence⁴ and responsible behavior 	Provides little to no instruction for students to develop social skills and responsible behavior.	Inconsistently reinforces social skills.	When necessary, positively reinforces social skills and builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behaviors. OR Students are encouraged to independently use proactive strategies ⁵ and social skills and take responsibility for their actions.

⁴**Social competence:** exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, & Rhee, 2000).

⁵**Proactive strategies** include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.

1: Classroom Environment, Student Engagement and Commitment to Learning

Specialists promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
1c. Maximizing instructional time by effectively managing responsibilities.⁶				<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes				
<ul style="list-style-type: none"> Time management of responsibilities within the restraints of the schedule. 	Loss of significant time due to ineffective time management leading to loss of instructional time.	Some ineffective planning or time management resulting in some loss of instructional time.	Maximizing time by establishing and effectively managing procedures and instructional routines.	Allows opportunities for students to independently facilitate routines and transitions.

⁶Routines are non-instructional organizational activities such as making schedules, distributing materials in preparation for instruction, communicating via email, visiting classrooms.

2: Planning for Active Learning

Specialists plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
2a. Planning instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge⁷ for all students.				<i>In addition to the characteristics of accomplished including one or more of the following:</i>
<ul style="list-style-type: none"> Content of lesson is aligned with standards or best practice in the specialist's area.¹¹ 	Plans lesson misaligned with or not addressing the best practice standards.	Plans lesson that partially addresses standards or best practices.	Plans lesson that directly addresses Connecticut Core Standards and other best practices.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
<ul style="list-style-type: none"> Content of lesson appropriate to sequence of lessons and appropriate level of challenge 	Does not appropriately sequence lesson.	Partially aligns lesson within the sequence of lessons and inconsistently supports an appropriate level of challenge	Aligns content of lesson within the sequence of lessons and supports an appropriate level of challenge.	Plans lesson to challenge students to extend their learning to make interdisciplinary connections.
<ul style="list-style-type: none"> Use of data to determine students' prior knowledge when developing units and lessons with teachers. 	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate data to plan units with limited attention to prior knowledge and skills of individual students.	Uses multiple sources of appropriate data to determine students' prior knowledge and skills to plan units and curricula and advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
<ul style="list-style-type: none"> Literacy strategies¹⁰ 	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs instruction to allow students to independently select literacy strategies that support their learning for the task.

⁷**Level of Challenge** – the range of challenge in which a learner can progress because the task is neither too hard nor too easy. **Bloom's Taxonomy**, provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. **Webb's Depth of Knowledge (DOK)** a scale of cognitive demand identified as four distinct levels (1. basic recall of facts, concepts, information, or procedures; 2. skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way; 3. strategic thinking that requires reasoning and is abstract and complex; and 4. extended thinking such as an investigation or application to real work). **Hess's Cognitive Rigor Matrix** – aligns Bloom's Taxonomy levels and Webb's Depth-of-Knowledge levels.

⁹**Connecticut content standards** – standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.

¹⁰**Literacy through the content areas:** strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in improved student learning.

¹¹Content includes students' current individualized education plan, (IEP) or individual student plan.

2: Planning for Active Learning

Specialists plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
2b. Planning instruction to cognitively engage students in the content.				<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes				
<ul style="list-style-type: none"> Strategies, tasks and questions are selected to cognitively engage students 	Selecting or designing strategies that provide students with an inappropriate level of challenge and few opportunities for problem-solving or critical thinking.	Selecting or designing strategies that provide students with some opportunities for problem-solving or critical thinking.	Selecting or designing strategies that lead to problem-solving, critical thinking, and discourse or inquiry at an appropriate level of challenge and which have application to other situations.	Select and design resources that extend opportunities beyond the classroom or school and provide for real world and career connections.
<ul style="list-style-type: none"> Instructional resources,¹³ and flexible groupings¹⁴ are selected to support engagement and new learning 	Selects or designs resources and/or groupings that do not efficiently support student access to attainment of outcomes.	Selects or designs resources and/or groupings that generally support access to and attainment of outcomes	Selects or designs resources and groupings that support attainment of outcomes.	Selects or designs resources and groupings that consistently support attainment of outcomes.

¹¹**Discourse:** is defined as the purposeful interaction between teachers and students and students and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning), or dialogue through technological or digital resources.

¹²**Inquiry-based learning:** occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem which has relevance to their world. The teacher's role in inquiry-based learning is one of facilitator or resource, rather than dispenser of knowledge.

¹³**Instructional resources:** includes, but are not limited to available: textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

¹⁴**Flexible Groupings:** groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

2: Planning for Active Learning

Specialists plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
2c. Comprehensive data analysis, interpretation and communication with teachers				<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes				
<ul style="list-style-type: none"> Criteria for student success 	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for success.
<ul style="list-style-type: none"> Ongoing assessment of student learning 	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes or strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lessons.	Plans strategies to engage students using assessment criteria to reflect on their own progress.
<ul style="list-style-type: none"> Assessment of student knowledge and skills 	Assessment is limited and plan does not use data to guide instruction.	Assessment is basic and the plan reflects a general understanding of students' level of skills.	Assessment is differentiated for the needs of students and is carefully designed to answer questions about the student's learning.	Assessment is timely and thorough, and plan is highly effective, addressing the specific needs of each student.

¹⁵Assessment strategies are used to evaluate student learning during and after instruction.

- Formative assessment** is a part of the instructional process, used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (FAST SCASS, October 2006).
- Summative assessments** are used to evaluate student learning at the end of an instructional period. Summative assessment helps determine to what extent the instructional and learning goals have been met.

3: Instruction for Active Learning

Specialists implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
3a. Implementing instructional content¹⁶ for learning.				<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes				
<ul style="list-style-type: none"> • Instructional purpose 	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with standards.	Students are encouraged to explain how the learning is situated within the broader learning context.
<ul style="list-style-type: none"> • Content accuracy 	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content with others
<ul style="list-style-type: none"> • Content progression and level of challenge 	Presents instructional content that lacks a logical progression and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat-appropriate level of challenge to advance student learning.	Presents content in a logical and purposeful progression and at an appropriate level of challenge to advance content understanding for all teachers..	Challenges students to extend their learning beyond the lesson expectations and/or make connections to other areas in their lives.
<ul style="list-style-type: none"> • Literacy Strategies¹⁷ 	Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides resources and collaborates with teachers to aid them in implementing literacy strategies that support student learning.

¹⁶**Content:** discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards.

¹⁷**Literacy:** Literacy is the ability to convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in student learning.

3: Instruction for Active Learning

Specialists implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.				<i>In addition to characteristics of accomplished including one or more of the following:</i>
Attributes				
<ul style="list-style-type: none"> Strategies, tasks and questions 	Includes tasks that do not lead students to construct new and meaningful learning appropriate to the students' individual level of development.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry appropriate to the students' individual level of development..	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking . Opportunities are provided for students to take the lead and develop their own questions and/or problem-solving strategies.	Includes opportunities for students to work and/ or share their own questions and problem- solving strategies .
Instructional resources ¹⁸ and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that moderately engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways.	Includes opportunities for student ownership, self-direction and choice of resources gs to develop their learning.
<ul style="list-style-type: none"> Student responsibility and independence 	Models instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Models instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Models or co-teaches instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Models or co-teaches instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

Text in RED reflects CT Core Standards connections.

¹⁸**Instructional resources** — includes, but are not limited to textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

3: Instruction for Active Learning

Specialists implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
3c. Assessing student learning, providing feedback to students and adjusting instruction.				<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes				
<ul style="list-style-type: none"> Criteria for student success 	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Include student input in generating specific criteria for assignments.
<ul style="list-style-type: none"> Ongoing assessment of student learning and teacher instruction 	Assesses with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and reflection, helping themselves or their peers to improve their learning.
<ul style="list-style-type: none"> Feedback¹⁹ to students and/or teachers 	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages perspective-taking that is specific and focuses on advancing student learning.
<ul style="list-style-type: none"> Instructional adjustment²⁰ 	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole group performance.	Adjusts instruction as necessary in response to individual and group performance.	Encourages students to identify ways to adjust instruction that will be effective for them as individuals and result in quality work.

¹⁹**Feedback:** effective feedback provided by the teacher is descriptive and immediate and helps students improve their performance by telling them what they are doing right and provides meaningful, appropriate and specific suggestions to help students to improve their performance.

²⁰**Instructional adjustment:** based on the monitoring of student understanding, teachers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.

4: Professional Responsibilities and Teacher Leadership

Specialists maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
4a. Engaging in continuous professional learning to impact instruction and student learning.				<i>In addition to the characteristics of accomplished including one or more of the following:</i>
Attributes				
<ul style="list-style-type: none"> Self-evaluation and reflection and impact on student learning 	Insufficiently reflects on/analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
<ul style="list-style-type: none"> Response to feedback 	Unwillingly accepts supervisor feedback and recommendations for improving practice.	Reluctantly accepts supervisor feedback and recommendations for improving practice but changes in practice are limited.	Willingly accepts supervisor or peer feedback and makes changes in practice based on feedback.	Proactively seeks supervisor or peer feedback in order to improve a range of professional practices.
<ul style="list-style-type: none"> Professional learning 	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

4: Professional Responsibilities and Teacher Leadership

Specialists maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
4b. Collaborating to develop and sustain a professional learning environment to support student learning.				<i>In addition to characteristics of accomplished including one or more of the following:</i>
Attributes				
<ul style="list-style-type: none"> • Collaboration with colleagues 	Participates in required activities to review data but does not use data to adjust instructional practices.	Participates with colleagues to analyze data and uses results to make minor adjusts to school instructional practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instruction that support professional growth and student learning.
<ul style="list-style-type: none"> • Contribution to professional learning environment 	Disregards ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
<ul style="list-style-type: none"> • Ethical use of technology 	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.		Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	

INDICATORS	Not Demonstrated	Developing	Accomplished	Distinguished
4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.				<i>In addition to characteristics of accomplished including one or more of the following:</i>
Attributes				

4: Professional Responsibilities and Teacher Leadership

Specialists maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

<ul style="list-style-type: none"> • Positive school climate 	Does not contribute to a positive school climate.	Participates in school-wide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
<ul style="list-style-type: none"> • Family and community engagement 	Limits communication with families about student academic performance to required reports and conferences.	Communicates with families about student academic performance through reports and conferences and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively ⁷ with families about learning expectations, and student academic or behavioral performance ; develops positive relationships with families to build student success.	Supports and collaborates with colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child’s learning; seeks input from families and the community to support student growth and development.
<ul style="list-style-type: none"> • Culturally responsive²¹ communications 	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity.	Generally communicates with families and the community in a culturally respectful manner.	Consistently communicates with families and the community in a culturally respectful manner.	Leads efforts to enhance culturally respectful communications with families and the community.

²¹**Culturally responsive** – using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for students and to build bridges of meaningfulness between home and school experience.

