



October 19, 2021

Mr. Wolff,

Thank you for inviting me to observe your RED 302: The Diverse Learner on October 13, 2021. During the 60 minutes that I observed, I witnessed several qualities of a progressing assistant professor, such as yourself. I captured many notes during the visit and will highlight several of the most impactful pieces of information covered during the course session.

Content covered during the observed session included: (1) a modeled read aloud with questioning related to social acceptance of others, (2) a descriptive presentation of the Response to Intervention (RtI), (3) Richard DuFour's Four Essential Questions and the importance of Professional Learning Communities (PLC), and (4) Special Education including information on Individual Education Programs (IEP) and 504 plans.

During your read aloud of *RED*, you read with great expression and modeled how to think through a read aloud in front of students. You asked closely aligned questions to the overall message. Those questions included: "Putting labels on things, what does that do?" and "What does it do to individual identities?" Your students answered these questions and you clarified their thoughts with the following information: "Change everything you have the power to change" and "People can start to believe what people label them as." Overall, it was a quality conversation with the students as a follow up to the story read.

You also skillfully explained the RtI model in triangle or pyramid form. You attached the appropriate percentages to the individual tiers, and mentioned this framework is built on formative assessments, (feedback to students and teachers). You also carefully explained the RtI diamond to include SPED/Gifted students and their aligned academic and behavioral supports available.

I appreciated you embedding into your presentation, the information about DuFour's Four Essential Questions. This aligned well with the RtI notes. I would suggest reviewing this with students, so they can easily identify each question. This will be critical as they begin to work on edTPA lesson planning as a senior in the First Six Weeks student teaching placement. You also indirectly communicated the need and importance of PLCs and the power they have supporting individual learners that struggle and ones that are accelerated.

Finally, you eloquently described the complexities of SPED law and explained the differences in IEPs and 504 plans. Your slides provided a visual representation that scaffolds understanding of this complex subject. Additionally, I enjoyed your accurate perspective on Least Restrictive Environment (LRE). You adequately illustrated the LRE as the general education classroom and contrasted that to the most restrictive, as Residential Schools.

I look forward to joining you again soon as you help WSU-R Juniors journey through their first year in our program. Your work, course preparation, and level of support for our students, is quite impressive at this early time in your career as an assistant professor. Congratulations!

A handwritten signature in black ink, appearing to read 'Bryan D. Matera'.

Bryan D. Matera, Ed.D.
Assistant Professor