



Title: BEST/VTmtss Institute 2020

Course: EDSP 295 Z2 (CRN: 61293) – SUMMER COURSE

Credits: 3.0 (*meeting times and independent course work to equal 45 hours for 3 credits*)

Instructor: Winnie Looby, PhD **Email:** wlooby@uvm.edu

Meeting Dates, Times, and Locations:

Face-to-Face: June 22 – June 25, 2020 (8:00am - 5:00pm)

Online: June 15 - August 7

Course Description:

Everyone taking this course must register for the 2020 BEST/VTmtss Summer Institute. The BEST/MTSS Summer Institute will have teams of educators sharing and learning strategies for improving positive strategies and supports for students in their classrooms, schools, and communities. In particular, this course will expose students to the components necessary to implement a successful multi-tiered system of supports framework within their selected academic or social context area. Students will focus on developing and understanding the data, systems, and practices needed to maintain and sustain their research projects and action plans. Coursework and assignments start at the Summer Institute and continue through the summer of 2020.

Goals:

Students will:

1. Register and attend the BEST/VTmtss Summer Institute in June.
2. Meet with your school team each day to develop school action plan.
3. Attend all related Institute activities.
4. Write a personal reflection on the Strand you attended.
5. Choose a topic for research and action planning.
6. Read and review a book(s) of your choice related to your Research Topic and/or Institute Strand.
7. Conduct research that will inform an action plan.
8. Share research findings with peers using Blackboard.
9. Present final research findings via webinar and write Action Plan for implementation back at your school.

Learning Outcomes:

Students will:

1. Gain knowledge about using positive methods for meeting the needs of students with or at risk of emotional and behavioral challenges.
2. Gain knowledge of the multi-tiered system of supports framework and apply this knowledge to individual research projects.

3. Develop and improve competencies working with youth with or at risk of emotional and behavioral challenges and all students.
4. Gain knowledge and skills specific to their research topic of choice.
5. Apply knowledge and skills outlined in Action Plan during the 2020-2021 school year.

General Course Information

Course Policies/Expectations:

Respect and Dignity of All Persons

People with disabilities (especially those with severe and multiple disabilities) have historically been subjected to segregation and discrimination in virtually all aspects of community life (e.g., education, housing, work, recreation). Like many other minoritized groups of people, many stereotypes and unwarranted assumptions exist about individuals with disabilities that are reflected in terminology and other language that often serves to perpetuate these unhelpful stereotypes and limit opportunities for these individuals. Our use of language is a powerful mitigating factor as we interpret our experiences and perceptions. Therefore, students are expected to be especially mindful that all class interactions and homework assignments reflect respectful and dignified language when referring to people with disabilities. In part, this means using "people first" language (see listed websites) and avoiding antiquated terminology.

<https://www.nami.org/stigmafree#whatisstigmafree>

<http://www.disabilitysnatural.com/people-first-language.html>

Confidentiality

Many members of the class are practicing professionals and/or otherwise are personally acquainted with people who have disabilities, their families, and service providers. Undoubtedly, in the course of practicum projects, assignments, or other class communication, students will share their personal experiences related to class content. Therefore, it is vital that all such communications respect the confidentiality of those individuals with disabilities, their families, and service providers. This means that in sharing with the instructor or class members, *do not use the names* of individuals or other identifying information. If such identifying information is inadvertently disclosed, you are obliged to keep that information confidential.

Homework Assignments

Spelling, grammar, and professional presentation matter! Remember to put your name and date on all homework submissions. All assignments must be computer generated (*please, no handwritten submissions*). Unless otherwise noted in the directions for a specific assignment, all written work should be double-spaced in an easily-readable, 12-point font (e.g., Times, Palatino, Helvetica).

All class assignments are to be received by the instructor no later than the date an assignment is due (as noted later in this syllabus). Late work will be accepted only at the discretion of the instructor and points may be deducted.

Faculty Expectations

The instructor will respond to your email/phone messages within 48 hours. The instructor will use announcements in Blackboard and email to communicate information that everyone should be aware of.

Attendance Expectations:

Students must attend the following:

- 1) The BEST/VTmtss Summer Institute in June (the strands and workshops registered for).
- 2) All scheduled face-to-face meetings, online meetings, and webinars.

Religious Observance:

The official policy for excused absences for religious holidays: Students have the right to practice the religion of their choice. Each semester, students should submit in writing to their instructors by the end of the second full week of classes their documented religious holiday schedule for the semester. Faculty must permit students who miss work for the purpose of religious observance to make up this work. Since this is only a 6-week course, the instructor is requesting that any religious observations be communicated to the instructor by July 6th.

Contributions in Class:

Students are expected to actively participate in their trainings/strands/workshops, and other Institute-related events. In particular, students must attend the Summer Institute and participate actively each day in the school team's action plan development.

For the online activities that occur after the Summer Institute, students are expected to take an active role in all contributions related to the course. Please observe appropriate netiquette (network etiquette), which refers to proper behavior while interacting online. Please treat people as you would want to be treated. Be polite and considerate. Think about whether your comment could cause hurt feelings. Be careful about how your words can come across because misunderstandings can be common online. Feel free to use emoticons to show your tone. 😊

Academic Honesty and Professionalism:

All students are required to be familiar with and adhere to the "Academic Honesty Policy Procedures" delineated in the following website:

<http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf>.

Technical Help:

If you need immediate assistance with Blackboard during this course you can click on the "Student Help" tab at the very top of the Blackboard course page. That will provide you with numerous ways to get help. Please feel free to also contact the instructor with any questions or assistance you may need.

Accommodations:

In keeping with University policy, any student with a documented disability interested in utilizing accommodations should contact SAS, the office of Disability Services on campus. SAS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations, which are communicated to faculty in an accommodation letter. All students are strongly encouraged to meet with their faculty to discuss the accommodations they plan to use in each course. Please click on this link, **Accommodation Guidelines**, to better understand the process. https://www.uvm.edu/academicsuccess/student_accessibility_services?Page=accommodation_guidelines.html

A student's accommodation letter lists those accommodations that will not be implemented until the student meets with their faculty to create a plan. Contact SAS: A170 Living/Learning Center; 802-656-7753; access@uvm.edu; or www.uvm.edu/access.

Required and/or recommended readings:

Students are to select and read **ONE** book *of their choosing* based on their strand/training attended. Please contact your instructor to determine if your book is acceptable. See list of Recommended Readings at the end of the syllabus.

In addition, students are to read the selected chapters, articles, or literature indicated by their Strand presenter (on their Strand Description Page on BEST website) prior to attending the BEST/MTSS Summer Institute: <http://www.uvm.edu/~cdci/best/>.

Electronic Submissions/Internet Use:

Assignments 2 through 5 must be computer generated (*please, no handwritten submissions*) and emailed to your grading instructor or posted on Blackboard by the date they are due. Submitted files must be either compatible with Microsoft Word or sent in Portable Document Format (PDF). Please retain electronic copies of all of your submitted work for the semester until you receive your final grade.

Students will be required to check their UVM e-mail periodically for communications about this course. Instructions on how to use and setup your UVM accounts can be found at: <https://www.uvm.edu/account/>.

It is your responsibility to make sure you have given the instructor your correct email.

Student Evaluation/Assessment

Grading:

Assignments have been numerically weighted and a total score of 100 points is possible. Per UVM graduate policy, any grade below a C- is considered failing. Further, students taking this course as part of the graduate concentration must maintain an average grade of B in all concentration coursework (and no less than a B- in any one class) to remain in the program.

A+	100-97	B+	87-89	C+	77-79	F	below 70
A	94-96	B	84-86	C	74-76		
A-	90-93	B-	80-83	C-	70-73		

Description of Class Assignments:

(1) Attend the following Training:

The BEST/VTmtss Summer Institute in June: Attend the morning keynotes, one 4-day strand, one Wed. workshop, and team time each day. Complete the *Attendance Sheet* and turn in to the *registration desk on Thursday, June 25th by 1:15pm.*

(2) Personal Reflection/Proposed Research Topic (due July 6)

Write a brief personal reflection (1-2 double spaced pages) on the Strand/Training you attended. Please include the following: (a) Identify 2-3 major "takeaways" from the Strand/Training, (b) Give the name and rationale for the book you plan to read and how it will build upon the learning in your Strand/Training, and (c) Identify the topic you plan to conduct research on for this course. You will also need to report in your Research Project (see below) how you used your book to inform your Action Plan.

(3) Critical Book Review (due July 17)

Select one book related to the Strand/Training you attended to read for your critical book review. Write a brief review (1-2 double spaced pages) focusing on (a) why you chose the book based on your professional development goals, (b) strengths and limitations of the book, (c) how specifically the book applies to your research topic and your Action Plan, and (d) whether or not you would recommend this book. You will also need to report in your literature review (see below) how you used your book to inform your Action Plan. Please note: You will be uploading your book reviews to your blog on Blackboard so others in the course may read and respond to your review (see below).

(4) Peer Response to Book Review (due July 18-26)

Following the submission of your critical book review, you will be asked to read another colleague's book review and write a brief response according to the guidelines distributed to the class via Blackboard. This is a great opportunity to share your book reviews and learn from others. The list of books reviewed will be compiled and will serve as a class resource.

(5) Research Project and Action Plan (due July 31)

- ***Literature Review***

Upon completion of the Strand/Training that you attended and once you've identified your research topic, you will complete an independent literature review that will inform your Action Plan. You will conduct a literature review (3-4 double spaced pages and cite at least 4 resources) on your topic that includes the following: (a) What is your topic and rationale for choosing it, (b) Identify common themes, trends, and gaps in research, (c) Evaluate your current thinking on the topic, and (d) Provide insight into the relationship between your research topic and your Action Plan.

- ***Action Plan***

Following your literature review, you will complete an Action Plan to be implemented in your school during the 2020-21 school year. Using the template provided, entitled *Action Plan* (last 2 pages of syllabus), you will address all components of the Action Plan: (a) Description and rationale, (b) Goals and objectives, (c) Procedure and resources, (d) Timeline and sustainability, (e) Evaluation, and (f) Reflections about what you learned and obstacles addressed. This Action Plan can be connected to your school team's action plan, but your project must reflect your independent work.

(6) Final Presentation Webinar (August 6 or 7)

Following the submission of your Research Project and Action Plan, you will prepare a 5-minute verbal presentation sharing the following: (a) Research topic and significant findings and (b) a quick synopsis of your Action Plan. This webinar is an opportunity for you to share your research with your colleagues. Links to register for the webinars will be provided at a later date.

Scoring Rubrics:

The following rubrics show the expectations for each assignment.

<i>(1) Attendance</i>	<i>Max Points</i>	Due: June 22-25 <i>Submit on the last day of training by 1:15pm</i>
Attend All Training Days	5	
Turn in Attendance Sheet	5	
Total Possible Points	10	

<i>(2) Personal Reflection/Proposed Research Topic</i>	<i>Max Points</i>	Due: July 6 <i>One point deducted for every day late.</i>
2-3 Major takeaways	5	
Name of book, rationale for choosing this book, and research topic	5	
Total Possible Points	10	

<i>(3) Critical Book Review should include:</i>	<i>Max Points</i>	Due: July 17 <i>One point deducted for every day late.</i> <i>Full points will be awarded for each section based on the completeness of thoughts, ideas, and clarity (quality, grammar, spelling, and legibility).</i>
Connection of book to your research project	3	
Strengths of book	2	
Limitations of book	2	
How book applies to your research project and action plan	3	
Total Possible Points	10	

<i>(4) Peer Response to Book Review</i>	<i>Max Points</i>	Due: July 18-26
Participation	5	
Adherence to guidelines (handed out in class)	5	
Total Possible Points	10	

<i>(5) Research Project and Action Plan</i>	<i>Max Points</i>	Due: July 31 <i>One point deducted for</i>
<i>Literature Review should include:</i>		
Describe your topic and rationale for choosing it	4	

Identify common themes, trends, and gaps in research	4	<i>every day late.</i> <i>Full points will be awarded for each section based on the completeness of thoughts, ideas, and clarity (quality, grammar, spelling, and legibility).</i>
Evaluate current thinking on the topic	4	
Provide insight into how your literature review will inform your action plan	4	
<i>Action Plan should include:</i>		
Description and rationale	4	
Goals and objectives	4	
Procedure and resources	4	
Timeline and sustainability	4	
Evaluation	4	
Reflection	4	
Total Possible Points	40	

<i>(6) Final Presentation Webinar</i>	<i>Max Points</i>	Due: August 6 or 7
Attendance	10	
Participation	10	
Total Possible Points	20	

Percentage Contribution of Each Assignment:

<i>Assignment</i>	<i>Date Due</i>	<i>Percentage of Grade</i>
(1) Attend BEST/MTSS Summer Institute	June 22-25	10
(2) Personal Reflection/Proposed Research Topic	July 6	10
(3) Critical Book Review	July 17	10
(4) Peer Response to Book Review	July 18-26	10
(5) Research Project and Action Plan	July 31	40
(6) Final Presentation Webinar	August 6 or 7	20

Instructional Sequence:

Dates	Instructional Sequence
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June 22 – June 25	Attend BEST/MTSS Summer Institute
June 26 – August 7	No meetings. Work independently to complete Assignments 2 - 6. Contact instructor with any questions.

Recommended Readings:

- Appelstein, C. D. (1998). *No such thing as a bad kid!: Understanding and responding to the challenging behavior of troubled children and youth*. MA: The Gifford School.
- A., V. D. (2015). *The body keeps the score: Brain, mind, and body in the healing of trauma*. NY, NY: Penguin Books.
- Baker, B., & Ryan, C. A. (2014). *The PBIS team handbook: Setting expectations and building positive behavior*. Minneapolis, MN: Free Spirit Publishing.
- Barrett, S., Algozzine, R., Putnam, R., Massanari, C., & Nelson, M. (2005). School-wide positive behavior support: Implementers' blueprint and self- assessment. Eugene, OR: University of Oregon. Available from <http://www.pbis.org>.
- Barrett, S., Eber, L., Weist, M. *Advancing education effectiveness: Interconnecting school mental health and school-wide positive behavior support*.
https://www.pbis.org/common/cms/files/Current_Topics/Final-Monograph.pdf
- Benckendorf, K. (2013). *Children of Trauma: What Educators Need to Know*. Adoption Advocate: 63.
https://www.adoptioncouncil.org/images/stories/NCEA_ADOPTION_ADVOCATE_NO63.pdf
- Blankstein, A.M. (2013). *Failure is not an option: Six principles that advance student achievement in highly effective schools*. CA: Corwin Press.
- Blaustein, M. & Kinniburgh, K. (2010). *Treating traumatic stress in children and adolescents: How to foster resilience through attachment, self-regulation, and competency*. Guildford Publications, Inc.
- Bloom, S. L., & Farragher, B. J. (2013). *Restoring sanctuary: A new operating system for trauma-informed systems of care*. Oxford: Oxford University Press.
- Boyes-Watson, C., Riestenberg, N., & Pranis, K. (2015). *Circle forward: Building a restorative school community*. St. Paul, MN: Living Justice Press.
- Brendtro, L. K., & Mitchell, M. L. (2015). *Deep brain learning: Evidence-based essentials in education, treatment, and youth development*. MI, Circle of Courage/Starr Commonwealth.
- Brendtro, L. K., Brokenleg, M. & Van Bockern, S. (2002). *Reclaiming youth at risk: Our hope for the future*. Bloomington, IN: Solution Tree.
- Brown-Chidsey, R. (2016) *Practical handbook of multi-tiered systems of support: Building*

academic and behavioral success in schools. New York: The Guilford Press.

- Cole, S. F. (2005). *Helping traumatized children learn: Supportive school environments for children traumatized by family violence.* Boston, MA: Massachusetts Advocates for Children. <https://traumasensitiveschools.org/wp-content/uploads/2013/06/Helping-Traumatized-Children-Learn.pdf>
- Colvin, G., & Scott, T. M. (2015). *Managing the cycle of acting-out behavior in the classroom.* CA: Corwin Publishing.
- Craig, S.E. (2008). *Reaching and teaching children who hurt: Strategies for your classroom.* Brookes Publishing.
- Crone, D. A., Hawken, L. S., & Horner, R. H. (2015). *Building positive behavior support systems in schools: Functional behavioral assessment.* New York, NY: The Guilford Press.
- Crone, D.A., Horner, R. H., & Hawken, L. S. (2010). *Responding to problem behavior in schools: The behavior education program: Second edition.* The Guilford Press.
- Davis, S. (2007). *Schools where everyone belongs: Practical strategies for reducing bullying.* Champaign, IL: Research Press.
- Dennis, K. & Lourie, I. S. (2006). *Everything is normal until proven otherwise: A book about wraparound services.* Washington, DC: CWLA Press.
- Denton, P. (2007). *The power of our words: Teacher language that helps children learn.* Northeast Foundation for Children, Inc.
- Dunlap, G., Lovannone, R., English, C., Kincaid, D., Wilson, K., Christiansen, K., & Strain, P. (2010). *Prevent, teach, reinforce: The school-based model of individualized positive behavior support.* Baltimore, MD: Brookes Publishing.
- Durlak, J. A., Domitrovich, C. E., Weissberg, R. P., Gullotta, T. P., & Comer, J. P. (2017). *Handbook of social and emotional learning: Research and practice.* New York: Guilford Press.
- Dweck, C. (2009). *Mindset: The new psychology of success.* Guildan Media Corp.
- Fox Eades, J. M. (2008). *Celebrating strengths: Building strengths-based schools.* Coventry, UK: CAPP Press.
- Greene, R. W. (2005). *The explosive child: A new approach for understanding and parenting easily frustrated, chronically inflexible children.* New York: HarperCollins.

Greene, R. W. (2008). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*. Simon & Schuster Adult Publishing Group.

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York: Routledge.

Institute of Medicine (IOM) and National Research Council (2014). *Building Capacity to Reduce Bullying: Workshop Summary: Ebook*.

<http://iom.nationalacademies.org/Home/Reports/2014/Building-Capacity-to-Reduce-Bullying.aspx>

Kabat-Zinn, Jon. (2005). *Wherever you go, there you are*. Hyperion, New York, NY.

Kaiser, B. & Rasminsky, J.S. (2009). *Challenging behavior in elementary and middle school*. Allyn & Bacon, Inc.

Kidde, J. & Alfred, R. (2015). *Restorative Justice: A working guide for our schools*. Center for Healthy Schools and Communities, Alameda County HCSA:

<http://www.achealthyschools.org/schoolhealthworks/assets/118-restorative-justice.pdf>.

Kidde, J. (2017). *An orientation to a whole-school restorative approach and guide toward more in-depth resources and current research*.

<http://education.vermont.gov/documents/whole-school-restorative-approach-resource-guide>

Lane, K. L., Kalberg, J. R., & Menzies, H. M. (2009) *Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach*. New York: Guilford Press.

Lane, K., Menzies, H., Oakes, W., & Kalburg, J. (2012). *Systematic screenings to support instruction: From pre-school to high school*, Guilford Press.

Lane, K., Menzies, H., Bruhn, A., & Crnabori, M. (2010). *Managing challenging behaviors in schools: Research strategies that work*, Guilford Press.

Lucyshyn, J. M., Dunlap, G., & Albin, R. W. (Eds.) (2002). *Families and positive behavior support: Addressing problem behaviors in family contexts*. Baltimore: Brookes Publishing Company.

Marzano, R., Marzano, J. & Pickering D.J. (2003). *Classroom management that works: Research-based strategies for every teacher*. Association for Supervision and Curriculum Development.

- McInerney, M., & McKlindon, A. (2014). *Unlocking the door to learning: Trauma-informed classrooms & transformational schools*. Education Law Center. <https://www.elc-pa.org/wp-content/uploads/2015/06/Trauma-Informed-in-Schools-Classrooms-FINAL-December2014-2.pdf>
- McIntosh, K. & Goodman, S. (2016). *Integrated multi-tiered systems of support: Blending RTI and PBIS*. New York: The Guilford Press.
- McNulty, R. (2009). *It's not us against them: Creating the schools we need*. International Center.
- Nickerson, A. (2017). *Preventing and intervening with bullying in schools: A framework for evidence-based practice*. School Mental Health. DOI 10.1007/s12310-017-9221-8
- Poliner, R.A. & Lieber, C.M. (2004). *The advisory guide: Designing and implementing effective advisory programs in secondary schools*. Cambridge, MA: Educators for Social Responsibility.
- Ratey, J. (2008). *Spark: The revolutionary new science of exercise and the brain*. New York: Little, Brown and Company.
- Riffel, L. (2011). *Positive behavior support at the tertiary level*. Thousand Oaks, CA: Corwin Press.
- Rossen, E. A. & Hull, R. (2013) *Supporting and educating traumatized students: A guide for school-based professionals*. Oxford: Oxford UP.
- Sailor, W., Dunlap, G., Sugai, G., & Horner, R. (Eds.) (2008). *Handbook of positive behavior support*. New York: Springer.
- Simonsen, B., & Myers, D. (2015). *Classwide positive behavior interventions and supports: A guide to proactive classroom management*. New York: The Guilford Press.
- Snell, M. E. & Janey R. (2005). *Collaborative teaming: Teachers' guide to inclusive practices*. Baltimore, MD: Brookes Publishing Co.
- Sours, K., & Hall, P. (2016). *Fostering resilient learners: Strategies for creating a trauma-sensitive classroom*. Hawker Brownlow Education.
- Stanchfield, J. (2014). *Inspired educator inspired learner: Experiential, brain-based activities and strategies to engage, motivate build community and create lasting lessons*. OK: Wood N Barnes Publishing.

- Substance Abuse and Mental Health Services Administration. *SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach*. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014. <https://store.samhsa.gov/shin/content/SMA14-4884/SMA14-4884.pdf>
- Swearer, S.M., Espelage, D.L., Napolitano, S.A. (2009). *Bullying prevention and intervention*. New York: Guilford Press.
- Thorsborne, M., Riestenberg, N., & McCluskey, G. (2019). Getting more out of restorative practice in schools: Practical approaches to improve school wellbeing and strengthen community engagement. London: Jessica Kingsley.
- Ungar, M. (2015). *Working with children and youth with complex needs: 20 skills to build resilience*. New York: Routledge.
- VanDerHeyden, A.M. & Tilly III, W. (2010). *Keeping RTI on track: How to identify, repair, and prevent mistakes that derail implementation*. Horsham, PA: LRP Publications.
- Vella, J. (2008). *On teaching and learning: Putting the principles and practices of dialogue education into action*. San Francisco, CA: Jossey-Bass.
- Vermont Statewide Steering Committee on RTII & Vermont Reads Institute (2014). Vermont Multi-tiered System of Supports Response to Intervention and Instruction Field Guide. Vermont Agency of Education. <http://www.uvm.edu/cdci/best/pbswebsite/MTSSFieldGuide2014.pdf>.
- Waasdorp, T. E., Pas, E. T., Zablotzky, B., Bradshaw, C. P. (2017). *Ten-year trends in bullying and related attitudes among 4th-12th graders*. *Pediatrics*, 139(6). DOI: 10.1542/peds.2016-2615
- Winner, M.G. (2007). *Social behavior mapping: Connecting behavior, emotions, and consequences across the day*. San Jose, CA: Think Social Publishing, Inc.
- Zacaarian, D., Alvarez-Ortiz, L., & Haynes, J. (2017). *Teaching to strengths: Supporting students living with trauma, violence, and chronic stress*. Alexandria, VA: ASCD.

BEST Course: Student Action Plan

Student Name: _____ Project Title: _____ Date: _____

<i>Description & Rationale</i> <input type="checkbox"/> What is the project? What is the research or theoretical rationale? <input type="checkbox"/> Where is your project located? <input type="checkbox"/> How does project meet the needs of your school?	<i>Goals & Objectives</i> <input type="checkbox"/> What are the short-, mid-, and long-term goals for this project? <input type="checkbox"/> What are the specific objectives?	<i>Procedure & Resources</i> <input type="checkbox"/> What are the steps/activities required to meet your goals/objectives? <input type="checkbox"/> What resources and people will be necessary to complete (and evaluate) your project?

<i>Timeline & Sustainability</i> <input type="checkbox"/> What are the expected completion dates for all identified activities? <input type="checkbox"/> What steps will be taken to ensure the project continues (explain if not applicable)?	<i>Evaluation</i> <input type="checkbox"/> What are the short-, mid-, and long-term outcomes of this project (should connect to goals)? <input type="checkbox"/> <u>How</u> will success of project be measured?	<i>Reflections & Comments</i> <input type="checkbox"/> What are your thoughts, questions, or concerns about this project? <input type="checkbox"/> What obstacles do you anticipate? <input type="checkbox"/> What do you hope to learn from this experience?