

Syllabus

EDU62630: Content Knowledge & Instructional Practice III: Teaching English Learners

Course Information

Term and Year:

Class Location:

Instructor Information

Name:

Phone:

Email:

Availability:

Office Hours:

University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice:** Alliant's educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship:** Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence:** Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement:** Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

Teacher Education Program Objectives (PO)

- **PO1:** Integrate a research- and evidence-based theory of teaching and learning.
- **PO2:** Integrate multiple opportunities for teacher candidates to learn, apply, reflect and receive feedback on each Teaching Performance Expectations or applicable nationally recognized standards.
- **PO3:** Provide teacher candidates with multiple opportunities to learn through application of theory to practice through collaboration with school sites and master teachers.
- **PO4:** Assess teacher candidates progress towards mastering the Teaching Performance Expectations or applicable nationally recognized standards at multiple points.
- **PO5:** Provide teacher candidates with multiple formative opportunities to prepare for the Teaching Performance Assessment (TPA).
- **PO6:** Compile a professional development and growth plan for each teacher candidate.

The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education's mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

Mission: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

Vision: To develop and promote transformative educational experiences that optimize human potential.

Goals: The California School of Education has a set of overarching goals that drive the direction of the School's programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

Unit Guiding Principles

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

L= Leadership: Innovation with Accountability

E= Engagement: Active Learning

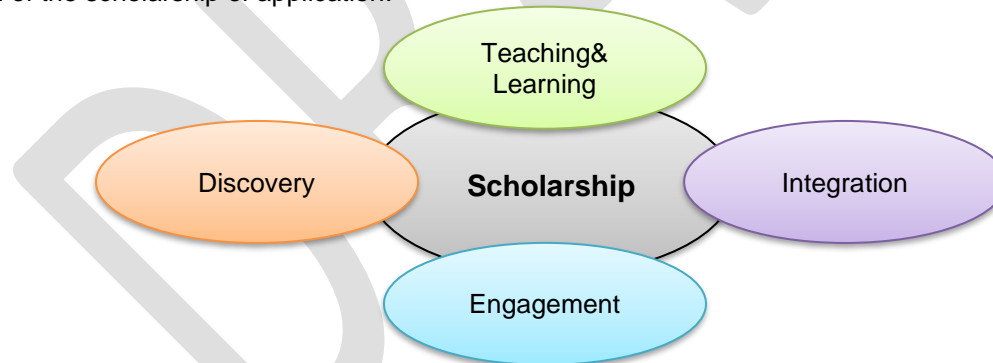
A=Application: Theory to Practice

D=Dedication: Inclusive Excellence

Theoretical Framework

CSOE is based on two main theoretical frameworks: Boyer's applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:



Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;

Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;

EDU62630: Content Knowledge & Instructional Practice III: Teaching English Learners

Application – Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

Scholarship of Discovery (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

Scholarship of Teaching (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

Scholarship of Professional Practice (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

Scholarship of Integration (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates' bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

National Interstate New Teacher Assessment and Support Consortium (InTASC) Standards

- **Standard 1:** Learner Development
- **Standard 2:** Learning Differences
- **Standard 3:** Learning Environments
- **Standard 4:** Content Knowledge
- **Standard 5:** Application of Content
- **Standard 6:** Assessment
- **Standard 7:** Planning for Instruction
- **Standard 8:** Instructional Strategies
- **Standard 9:** Professional Learning and Ethical Practices
- **Standard 10:** Leadership and Collaboration

Retrieved from https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

International Society for Technology in Education (ISTE) Standards for Teachers

- **Standard 1:** Facilitate and inspire student learning and creativity
- **Standard 2:** Design and develop digital age learning experiences and assessments
- **Standard 3:** Model digital age work and learning
- **Standard 4:** Promote and model digital citizenship and responsibility
- **Standard 5:** Engage in professional growth and leadership

Retrieved from <https://www.iste.org/standards/for-educators>

California Teaching Performance Expectations (TPEs)

- **TPE 1:** Engaging and Supporting All Students in Learning
- **TPE 2:** Creating and Maintaining Effective Environments for Student Learning
- **TPE 3:** Understanding and Organizing Subject Matter for Student Learning
- **TPE 4:** Planning Instruction and Designing Learning Experiences for All Students
- **TPE 5:** Assessing Student Learning
- **TPE 6:** Developing as a Professional Educator

Retrieved from <https://www.ctc.ca.gov/educator-prep/stds-prep-program>

Course Description

This course examines all aspects of teaching English Language Learners in K-12 schools. School based Language Arts programs as well as all core content areas are examined in the context of state and federal legislative mandates pertaining to the education and access of English Language Learners. You will understand the instructional needs of ELs and learn about effective use of materials, methods, and strategies for assessing a student's English proficiency level and use this knowledge to provide targeted instruction that leads to supporting access to grade-level English listening, speaking, reading, and writing skills. You will learn the difference between Designated and Integrated ELD, incorporating Language Standards into cross-content curricular areas. The Revised California English Language Development Standards will become the central point for lesson planning for your EL students.

This is an applied practices course, meaning you will learn about, modify, and apply the strategies and methods that are effective with English Language Learners while also sharing experiential knowledge with your colleagues. Included in this course is a study of Specially Designed Academic Instruction in English (SDAIE) strategies and ELD methods including the use of comprehensible input to promote accessible content area curricula for English Language Learners. The theoretical focus includes first and second language acquisition theory, language development theory, literacy methods, and psychological and socio-cultural factors that have an impact on language learning.

Professional Standards Alignment

California School of Education (CSOE)				
CLO	Program Outcome	InTASC	ISTE	TPE's
CLO1: Analyze the psychological and socio-cultural factors of second language acquisition through an understanding of first and second language acquisition theories.	PO1	Standards 1 & 2	Standard 1	TPE1
CLO2: Explain the philosophy, design, goals, and characteristics of programs for English Language Learners.	PO1	Standard 4	Standard 1	TPE3
CLO3: Determine the impact of state and federal mandates pertaining to the education of English language learners, including students' placements and instructional programs.	PO1	Standard 4	Standard 1	TPE3
CLO4: Analyze the difference between English Language Development (ELD) and English Language Arts (ELA) standards.	PO1	Standard 4	Standard 1	TPE3
CLO5: Determine effective techniques to use materials, methods, and strategies for ELD that lead to the rapid acquisition of grade-level listening, speaking, reading, and writing skills in English.	PO1	Standards 7 & 8	Standard 1	TPE4
CLO6: Incorporate instructional resources and strategies into classroom instruction that address the historical and cultural traditions and values of major ethnic groups.	PO1	Standards 7 & 8	Standard 1	TPE4
CLO7: Determine the difference between designated and integrated ELD.	PO1	Standards 7 & 8	Standard 1	TPE4

CLO8: Integrate English Language Proficiency Assessment data effectively in lesson planning and progress monitoring of EL students.	PO1	Standard 6	Standard 2	TPE5
--	-----	------------	------------	------

Student Expectations

Respectful Speech and Actions: As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

Professional Behavior: This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

Required Course Materials

Hattie, J. & Zierer, K. (2018). *10 mindframes for visible learning*. Routledge: Taylor & Francis Group.

ISBN: 9781138635524

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge: Taylor & Francis Group.

ISBN: 9780415690157

Recommended Reading

Hill, J. D. & Miller, K. B. (2013). *Classroom instruction that works with English language learners*. (2nd ed.). ASCD: Mid-continent Research for Education and Learning.

ISBN: 9781416616306

Instructor Policies

Late Assignments

Late assignments submitted after the assigned due date are subject to a grade of zero or point deductions. Assignments will receive a 10% deduction

EDU62630: Content Knowledge & Instructional Practice III: Teaching English Learners

each day until the 3rd day, then the assignment will receive a grade of zero. Be sure to stay in constant communication with your course instructor, review assignments at the beginning and throughout the course, in addition to asking clarifying questions prior to the week(s) of the assignment to minimize point deductions.

The submission of duplicate or previously submitted assignments will result in a grade of zero.

Further supports and directions will be provided within the Course Announcements on Canvas, you are responsible for checking the course announcements on a regular basis.

Feedback

Each week, I will provide grades/scores and comments on assignments within 4 days of the last day of the week unless I notify you otherwise.

Syllabus/Schedule

This syllabus does not constitute a contract between the instructor and the students in the course. While every effort will be made to present the material as described the instructor retains the right to alter the syllabus for any reason at any time. When such changes are made every effort will be made to provide students with both adequate notification of the changes and to provide them with sufficient time to meet any changes in the course requirements. The weekly schedule for this course may be viewed online.

University Administrative Policies & Student Resources

You are held responsible for understanding and adhering to all policies contained within the University's Catalog located at <http://catalog.alliant.edu>. However, some of those policies have been selected to be highlighted in this document.

Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.

An act of plagiarism (defined in the University catalog as "Any passing off of another's ideas, words, or work as one's own") is considered to be a violation of the *University's Student Code of Conduct and Ethics: Academic* and will be addressed using the Policies and Procedures outlined in the University's Catalog located at <http://catalog.alliant.edu>. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism.

Disability Accommodations Request

The University provides reasonable access to facilities and services and to programs for which students are otherwise qualified without unlawful discrimination based upon qualified disability. The University will provide reasonable accommodations to individuals who currently have a disabling condition, either physical or mental, that is severe enough to substantially limit a major life activity.

Students with disabilities may obtain details about applying for services from the Office of Accessibility at each campus. Students must provide

documentation from a qualified professional to establish their disability, along with suggested reasonable and necessary accommodations. Students should request accommodations at the start of each semester. For more information, visit the Office of Accessibility Services at your campus or go to <http://www.alliant.edu/about-alliant/consumer-information-heoa/disability-services/index.php>.

Policy on Religious/Cultural/Spiritual Observance by Students, Staff and Faculty

In keeping with the institution's commitment to respect and affirm cultural, religious, and spiritual diversity, the University supports the rights of students, staff, and faculty to observe religious/cultural/spiritual obligations that conflict with the University's schedule. Faculty instructors and staff/administrative supervisory personnel are expected to make reasonable accommodations when a student or an employee is absent from class or work because of religious/cultural/spiritual observance.

Attendance

If you miss more than the allowed absences in a course in consecutive or non-consecutive weeks, you may be withdrawn from the course and not eligible to earn a grade. Sending assignments to me by email, fax, mail or other means does not make up for missed attendance and I cannot excuse absences.

Length of Course	Absences Allowed	Absences Resulting in Drop
1-4 weeks	0	1
5-9 weeks	1	2
10+ weeks	2	3

Note. Academically related activities are used to calculate a student's official last date of attendance with the institution. To be in attendance for the week, you must submit a graded assignment. An "assignment" is defined as anything that is worth points in the course and can include Discussion and Engagement posts.

Technology Requirements and Support

Canvas Technical Support is available by calling 1-844-527-0334, or by using the Live Chat option. Answers to the most common issues are found in the Canvas Guides which are accessible by clicking Help link located in the bottom left-hand side of the canvas course Web Page.

Course Overview

Week 1: Connecting Sociocultural Characteristics to Teaching & Student Learning 18

Week 2: Legal Responsibilities of Educators 21

Week 3: Designated & Integrated ELD..... 23

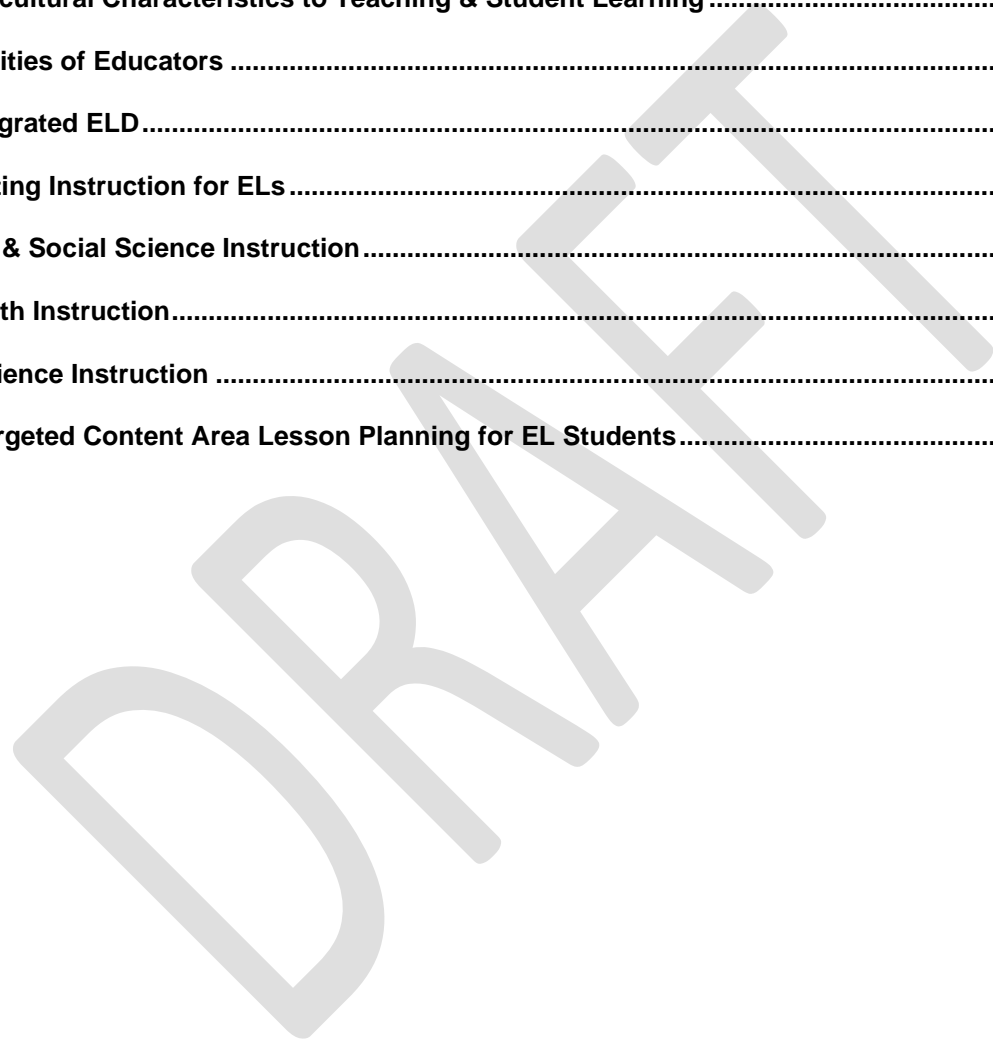
Week 4: Vocabulary & Writing Instruction for ELs 25

Week 5: Assessment Data & Social Science Instruction 27

Week 6: Assessment & Math Instruction..... 29

Week 7: Assessment & Science Instruction 31

Week 8: Assessment & Targeted Content Area Lesson Planning for EL Students..... 33



RISE Model for Online Discussions

The Discussions in this course are designed for us all to learn from each other, and to explore diverse viewpoints. I want you to think very critically about the important issues in our course, and to challenge me and your classmates to develop and substantiate our opinions. Or, you may even get us to change our opinions, which is okay, too! We are all here to learn from each other.

Each week you will participate in the Discussions at least three times.

1. Respond to the initial question. Your response must be substantive, and reflect not only your own experience and opinion, but also cite expert opinions, either from our course readings or other cited sources.
2. Comment, question, or debate a classmate's response. However you respond, you must meet the standards of the [RISE model](#). Responses that do not adhere to the [RISE model](#) earn 0 points.
3. Answer or comment further on a question to your original response.

You may contribute to the Discussion as freely and frequently as you wish, but three entries each week are a minimum.

Signature Assignment: Target Content Area Lesson Plan

Design complementing lesson plans, for both integrated and designated ELD, that you will use in your classroom for any core subject area and grade level you choose.

Utilize the CSOE Lesson Plan template and the Designated ELD Lesson Plan template for your complementing lessons:

- Review the Lesson Plan Template Instructions document as needed.
- Use the Designated ELD Lesson Plan template to frontload content during your Designated ELD time for only your EL students.

Make sure you identify the following within the template:

- State or core content standards and EL standards.
- How the EL standards align with the state or core content standards.
- How you enhanced your lesson for EL students with specific strategies from *10 Mindframes for Visible Learning*.
- What data you used to guide your planning.
- Which EL strategies, integrated ELD, you used to support your ELs learning.

Submit your complementing lesson plans by Sunday of Week 8.

Signature Assignment Rubric

	Exceeds Requirements 100%	Meets Requirements 75%	Approaches Requirements 68%	Below Requirements 35%
Opening 15 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>specifically outlining data-driven targeted support for EL students.</i>	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>outlining targeted support for EL students.</i>	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>vaguely identifying support for EL students.</i>	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation, <i>Supports for ELs not evident.</i>
Intro to New Material 15 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>specifically outlining data-driven targeted support for EL students.</i>	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>outlining targeted support for EL students.</i>	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>vaguely identifying support for EL students.</i>	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation, <i>Supports for ELs not evident.</i>
Guided Practice 15 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>specifically outlining data-driven targeted support for EL students.</i>	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>outlining targeted support for EL students.</i>	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>vaguely identifying support for EL students.</i>	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation, <i>Supports for ELs not evident.</i>
Independent Practice 15 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific,	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific,	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific,	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details

EDU62630: Content Knowledge & Instructional Practice III: Teaching English Learners

	appropriate examples of how to differentiate instruction for diverse students, <i>specifically outlining data-driven targeted support for EL students.</i>	appropriate examples of how to differentiate instruction for diverse students, <i>outlining targeted support for EL students.</i>	appropriate examples of how to differentiate instruction for diverse students, <i>vaguely identifying support for EL students.</i>	needed to address questions related to prompt; diverse strategies are not adequate or need more explanation. <i>Supports for ELs not evident.</i>
Closing & Homework 15 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for Diverse students, <i>specifically outlining data-driven targeted support for EL students;</i> Clearly states whether homework will be assigned or not; Clear progression from lesson described; Realistic and age appropriate.	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>identifying strategies for EL students.</i> ; Clearly states whether homework will be assigned or not; Clear progression from lesson described.	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>vaguely identifying support for EL students;</i> Clearly states whether homework will be assigned or not; Unclear of the connection between lesson and homework.	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation, <i>Supports for ELs not evident;</i> Does not explain whether or not homework will be assigned.
Classroom Management 15 points	Explanation for how a healthy, safe, and supportive learning environment will be created and maintained is clearly described at an advanced level.	Explanation for how a healthy, safe, and supportive learning environment will be created and maintained is clearly described at an expected level.	Explanation for how a healthy, safe, and supportive learning environment will be created and maintained is clearly described at a beginner's level.	Explanation for how a healthy, safe, and supportive learning environment will be created and maintained is clearly described at an inadequate level.
Lesson Reflection 15 points	Lesson reflection is appropriate and relevant to the content of the lesson, <i>identifying data-based strategies for EL students.</i>	Lesson reflection is appropriate to the content of the lesson, <i>identifying strategies for EL students.</i>	Lesson reflection is cursory or limited to the content of the lesson <i>vaguely identifying strategies for EL students.</i>	Lesson reflection is inappropriate to the content of the lesson or inadequate. <i>EL strategies are not evident.</i>
		Meets Requirements 100%	Approaches Requirements 68%	Below Requirements 35%
Context 4 points		Provides context to the lesson plan describing the grade, content and class setting.	More details needed to understand the class setting.	Does not provide a context to lesson plan.
Theory 4 points		Explanation of theory applied and rationale for applying that theory is described at an expected level.	Explanation of theory applied and rationale for applying that theory is described at a beginner's level.	Explanation of theory applied and rationale for applying that

EDU62630: Content Knowledge & Instructional Practice III: Teaching English Learners

				theory is described at an inadequate level.
Objective 6 points		Clear, specific, measurable and achievable objectives; Written in student friendly language; Aligned to ISTE, State or common core standards; Related to lesson.	More specificity needed, objectives are not measurable or achievable; Loosely aligned to ISTE, State or common core standards Seems unachievable in one lesson; Wordy or vague.	Objectives are unclear, and not measurable or achievable. Objectives are not aligned to ISTE, State or common core standards; Objective is not related to lesson described.
Assessment 6 points		Clearly indicates the way(s) student progress will be monitored during and after lesson.	More specific details needed to understand how student progress will be monitored.	Does not describe a method of how students will be monitored.
ISTE, State or Common Core, & TPE Standards 4 points		Identified standards for the correct grade and content area; Standards related to lesson described.	Connection between standards and lesson is unclear.	Does not provide the correct standards for the grade and content area.
Differentiation 5 points		Teaching mode is varied: verbal, visual, and practical. Tasks are designed to support varied intelligence preferences. Allows students to show what they know in different ways.	Teaching mode contains two of the following: verbal, visual, and practical. Tasks are designed to support two or less intelligence preferences. Allows students to show what they know in different ways.	Teaching mode is not varied. Tasks are designed for one type of learner. Does not allow students to show what they know in different ways.
Diverse Learners (Mixed Abilities) 4 points		Instruction supports a diversity of learners including students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are specific for each type of learner.	Instruction supports only three of the following learners: students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are appropriate for that type of learner.	Instruction supports less than three of the following learners: students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are not specific for each type of learner.
Social and Emotional Skills 4 points		Clearly indicates the way(s) social and emotional competencies and character skills are supported by the lesson.	More specific details needed to understand how social and emotional competencies and character skills are supported by the lesson.	Does not describe how social and emotional competencies and character skills are supported by the lesson.
Materials 4 points		Thorough list of materials required for the lesson described; Includes quantities and any prep required.	Some keys items described in lesson are listed.	Does not provide a list of materials for lesson.

EDU62630: Content Knowledge & Instructional Practice III: Teaching English Learners

References 4 points		The student has thoroughly researched the strategies used and provides a comprehensive reference section with minimal to no errors.	The student has researched the strategies, may cite sources in the lesson plan, provides a general reference section.	Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the lesson plan.
PO1: Integrate a research- and evidence-based theory of teaching and learning.	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
Specialty Standards: Teacher Performance Expectations (TPEs)				
TPE1: Engaging and Supporting All Students in Learning	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
TPE3: Understanding and Organizing Subject Matter for Student Learning	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
TPE4: Planning Instruction and Designing Learning Experiences for All Students	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
TPE5: Assessing Student Learning	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.

Course Grading

Grading is in accordance with the academic policies of Alliant International University.

Percentage	Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
61-63	D-
< 61%	F

Final grades will be determined as follows based on the points obtained in the following categories:

Assignment Categories	% of Grade
Discussion	20
Paper	25
Lesson	25
Signature Assignment	30

Course Assessments

Assessment	Due	Assignment Category	Point Value
Week 1			
Discussion: Getting to Know Your Classmates		Discussion	25
Discussion: Teaching ELs		Discussion	25
Assignment: Understanding Your EL Students		Paper	50
Week 2			
Discussion: Legal Responsibilities		Discussion	25
Assignment: State Requirements for Teaching ELs		Paper	50
Week 3			
Discussion: Supporting Your EL Students		Discussion	25

EDU62630: Content Knowledge & Instructional Practice III: Teaching English Learners

Assignment: Integrated & Designated ELD	Paper	50
Week 4		
Discussion: Reading & Writing Instruction	Discussion	25
Assignment: Teaching EL Students	Paper	50
Week 5		
Discussion: Assessment to Positively Impact Learning	Discussion	50
Assignment: Social Science PBL Lesson	Lesson	100
Week 6		
Discussion: Improving Math Instruction	Discussion	50
Assignment: Math Lesson Video	Lesson	100
Week 7		
Discussion: Mind Frames	Discussion	50
Assignment: Targeted Science Lesson Plan	Lesson	125
Week 8		
Discussion: A Vision	Discussion	50
Assignment: Target Content Area Lesson Plan	Signature Assignment	150
Total Points		1000

***Note.** Late assignments submitted after the assigned due date are subject to a grade of zero or point deductions. Assignments will receive a 10% deduction each day until the 3rd day, then the assignment will receive a grade of zero. Be sure to stay in constant communication with your course instructor, review assignments at the beginning and throughout the course, in addition to asking clarifying questions prior to the week(s) of the assignment to minimize point deductions.

The submission of duplicate or previously submitted assignments will result in a grade of zero.

Further supports and directions will be provided within the Course Announcements on Canvas, you are responsible for checking the course announcements on a regular basis.

Week 1: Connecting Sociocultural Characteristics to Teaching & Student Learning

Learning Objectives

1.1 Explain the philosophy, design, goals, and characteristics of programs for English Language Learners (ELs).	CLO2
1.2 Determine the effects of sociocultural characteristics of different EL populations.	CLO1
1.3 Analyze the impact of sociocultural characteristics on teaching and student learning.	CLO1

Activities and Resources

Readings	1.1, 1.2, 1.3
<p>Online Resource</p> <p>Gupta, A. (2019). Principles and Practices of Teaching English Language Learners. <i>International Education Studies</i>, 12(7), 49-57.</p>	
<p>Alliant Library</p> <p>Durgunoğlu, A. Y., & Hughes, T. (2010). How Prepared are the U. S. Preservice Teachers to Teach English Language Learners? <i>International Journal of Teaching & Learning in Higher Education</i>, 22(1), 32–41.</p> <p>Lucas, T., Villegas, A. M., & Freedson-Gonzalez, M. (2008). Linguistically Responsive Teacher Education: Preparing Classroom Teachers to Teach English Language Learners. <i>Journal of Teacher Education</i>, 59(4), 361–373.</p>	

Assignments

Discussion: Getting to Know Your Classmates	N/A
<p>Utilize YouTube to record your responses.</p> <p>Record a 2-to 4-minute response *(YouTube) to the following prompts in the Introductions discussion forum by Wednesday *be sure your enable closed captions on your video.</p> <ul style="list-style-type: none"> • What is your teaching experience? 	

- What experience have you had teaching ELs?
- What experience do you have learning a second language?

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Discussion: Teaching ELs

1.2

Review the following articles from this week’s readings:

Durgunoğlu, A. Y., & Hughes, T. (2010). [How Prepared are the U. S. Preservice Teachers to Teach English Language Learners?](#) *International Journal of Teaching & Learning in Higher Education*, 22(1), 32–41.

Lucas, T., Villegas, A. M., & Freedson-Gonzalez, M. (2008). [Linguistically Responsive Teacher Education: Preparing Classroom Teachers to Teach English Language Learners.](#) *Journal of Teacher Education*, 59(4), 361–373.

Respond to the following prompts in the Teaching ELs discussion forum by Friday:

- What did you learn from the articles? What are the main points?
- How do the articles relate to your current classroom? The cultural differences among ELs in your classroom?
- What is a belief you had about ELs that you now realize is erroneous?
- How do the main points from the articles relate to your new understanding of English Language Learners?

Support your conclusions with evidence from our readings or other peer reviewed resources.

Reply to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Understanding Your EL Students

1.1, 1.3

Review the following article from this week’s readings:

Gupta, A. (2019). [Principles and Practices of Teaching English Language Learners.](#) *International Education Studies*, 12(7), 49-57.

Write a two-to four-page essay about understanding the cultural context of the ELs you teach and how their primary language may impact or support learning English.

Address the following in your essay:

- What are the principals of teaching ELs? What specifically have you done in your classroom to support ELs in relation to these principles?
- How might you adjust your classroom environment to make it more conducive to teaching ELs?
- What are the key characteristics, from the article, of effective programs for ELs?
- Think about your EL students, how you might adjust instruction to support the overall philosophy and design of an effective EL program?

Support your conclusions with evidence from our readings or other peer reviewed resources.

Format your essay consistent with APA style guidelines.

Submit your essay as a Word document by Sunday.

DRAFT

Week 2: Legal Responsibilities of Educators

Learning Objectives

<p>2.1 Explain the minimum state and federal legal responsibilities of educators to meet the needs of English Learners.</p>	<p>CLO3</p>
<p>2.2 Interpret how the ELD standards support state and federal mandates.</p>	<p>CLO3</p>
<p>2.3 Determine how EL instruction, based on ELD standards, is planned and implemented to support the learning of ELA standards.</p>	<p>CLO4</p>

Activities and Resources

<p>Readings</p>	<p>2.1, 2.2, 2.3</p>
<p>Online Resources</p> <p>Kaplan, E. (2019). 6 Essential Strategies for Teaching English Language Learners. <i>Edutopia</i>.</p> <p>National Clearinghouse for English Language Acquisition (NCELA) available at: https://ncela.ed.gov/faqs/view/6</p> <p>Research your state’s English Language Learner Standards and Assessment:</p> <p>California</p> <ul style="list-style-type: none"> English Learner Support Division. (2014). The California English Language Development Standards: Kindergarten Through Grade 12. California Department of Education. English Language Proficiency Assessments for California (ELPAC) available at: https://www.cde.ca.gov/ta/tg/ep/index.asp. <p>Arizona</p> <ul style="list-style-type: none"> Office of English Language Acquisition Services. (2019). English Language Proficiency Standards. Arizona Department of Education. Arizona English Language Learner Assessment (AZELLA) available at: https://www.azed.gov/assessment/azella. 	

Assignments

Discussion: Legal Responsibilities	2.1, 2.2
<p>Read through the materials provided by your state for teaching ELs. Be thorough in your examination, click all the links and familiarize yourself with the requirements and standards.</p> <p>Respond to the following prompts in the Legal Responsibilities discussion forum by Wednesday:</p> <ul style="list-style-type: none">• What are three of your state’s requirements that all teachers must comply with when it comes to teaching ELs?• How do those requirements support federal guidelines?• Consider the EL standards for grade level you currently teach or are planning to teach, how you can interpret these and make them applicable into your instruction for EL students?• What did you learn about your state’s testing for ELs? What are your responsibilities for these assessments as the classroom teacher? <p>Support your conclusions with evidence from our readings or other peer reviewed resources.</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Assignment: State Requirements for Teaching ELs	2.1, 2.3
<p>Review the Edutopia article from this week’s readings.</p> <p>Write a two-to four-page essay about your state’s requirements for teaching ELs.</p> <p>Consider two or three EL students in your class when addressing the following in your essay:</p> <ul style="list-style-type: none">• Knowing your minimal responsibilities to meet their needs as EL students, what can you do to support their core content learning?• How can you increase access to ELA standards using ELD standards?• What instructional strategies can you use to make sure they are understanding your lessons?• How will you start monitoring their English language proficiency progress to support their outcomes on state EL testing? <p>Support your conclusions with evidence from our readings or other peer reviewed resources.</p> <p>Format your essay consistent with APA style guidelines.</p> <p>Submit your essay as a Word document by Sunday.</p>	

Week 3: Designated & Integrated ELD

Learning Objectives

<p>3.1 Determine instructional strategies to use during integrated ELD that support the historical and cultural traditions and values of major ethnic groups.</p>	<p>CLO6, CLO7</p>
<p>3.2 Determine instructional strategies to use during designated ELD that support the historical and cultural traditions and values of major ethnic groups.</p>	<p>CLO6, CLO7</p>

Activities and Resources

<p>Readings</p>	<p>3.1, 3.2</p>
<p>Online Resources</p> <p>Designated and Integrated ELD – the Left and Right Hand of ELD Instruction from dataworks Educational Research.</p> <p>Designated and Integrated English Language Development from the California Department of Education.</p> <p>Research your state’s English Language Learner website and explore its contents:</p> <ul style="list-style-type: none"> • English Learners website from the California Department of Education. • Office of English Language Acquisition Services website from the Arizona Department of Education. • Overview of the SEI Models and Inclusion of Targeted and Integrated Instruction from the Arizona Department of Education. 	
<p>YouTube</p> <p>View the following videos:</p> <ul style="list-style-type: none"> • “Guides for Supporting English Learners and the Five Key Themes in the ELA/ELD Framework” [5:04]. • “Integrated ELD and Designated ELD Clarification” [2:47]. 	

Assignments

<p>Discussion: Supporting Your EL Students</p>	<p>3.1, 3.2</p>
---	-----------------

Respond to the following prompts in the Supporting Your EL Students discussion forum by Wednesday:

- How do you currently teach ELD?
- How do you plan to enhance or adjust your instruction to better meet the needs of your diverse EL students during Designated and Integrated ELD time?

Include how you will use your knowledge of your students cultural and historical backgrounds to make your instruction more intentional.

Support your conclusions with evidence from our readings or other peer reviewed resources.

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Integrated & Designated ELD

3.1, 3.2

Consider the same two or three EL students you identified for the Week 2 assignment.

Write a two-to four-page essay about how you plan to implement Integrated and Designated ELD lessons in your classroom:

- What specific support strategies do you plan to utilize?
- What are the key points from this weeks' readings that support your state's ELD instruction?
- How will you apply those key points into your classroom instruction?

Support your conclusions with evidence from our readings or other peer reviewed resources.

Format your essay consistent with APA style guidelines.

Submit your essay as a Word document by Sunday.

Week 4: Vocabulary & Writing Instruction for ELs

Learning Objectives

<p>4.1 Analyze various instructional strategies commonly used for ELs.</p>	<p>CLO5</p>
<p>4.2 Determine instructional strategies for ELA instruction that supports the historical and cultural traditions and values of major ethnic groups.</p>	<p>CLO6</p>

Activities and Resources

<p>Readings</p>	<p>4.1, 4.2</p>
<p>10 Mindframes for Visible Learning</p> <ul style="list-style-type: none"> • Ch. 4: I am a change agent and believe all students can improve • Ch. 9: I build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others • Ch. 10: I focus on learning and the language of learning 	
<p>Online Resources</p> <p>Review the following article:</p> <p>Kaplan, E. (2019). 6 Essential Strategies for Teaching English Language Learners. <i>Edutopia</i>.</p> <p>Read the “SDAIE Overview” document from Monroe County Public Schools.</p>	
<p>YouTube</p> <p>View the “Hattie's 8 Mindframes” video [3:30].</p>	

Assignments

<p>Discussion: Reading & Writing Instruction</p>	<p>4.1</p>
<p>Respond to the following prompts in the Reading & Writing Instruction discussion forum by Wednesday:</p>	

- How can you use SDAIE strategies to positively impact reading and writing instruction of your EL students, during Integrated and Designated ELD?
- What are the strategies you would use tomorrow?
- How will these support the same two or three EL students you identified for the Week 2 assignment in reading and writing?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Teaching EL Students

4.1, 4.2

Write a five-to seven-page essay about teaching EL students.

Include the following in your essay:

- How do the main concepts from the three chapters of *10 Mindframes for Visible Learning*, from this week's readings, apply to what you have learned so far about teaching EL students in your state?
- What have you learned in terms of your impact in teaching all children:
 - EL students
 - The impact of students' cultural and historical backgrounds
 - Possible preconceived notions you had of how students can learn
 - The influence you have in driving student success in learning how to read and write
- How you will adjust your planning moving forward to enhance your reading and writing instruction for EL students in your classroom?

Support your conclusions with evidence from our readings or other peer reviewed resources.

Format your essay consistent with APA style guidelines.

Turnitin: You must use Turnitin prior to submitting your written assignment. Be sure to provide adequate time to obtain your Turnitin Report, which must be submitted along with your assignment. Failure to do will result in point deductions and/or a grade of zero.

Submit your Turnitin Report and essay as a Word document by Sunday.

Week 5: Assessment Data & Social Science Instruction

Learning Objectives

5.1 Analyze the effective use of state assessment data to develop targeted lessons for ELs.	CLO8
5.2 Determine formative assessment data required to monitor student progress and adjust lesson instruction for ELs.	CLO8
5.3 Determine instructional strategies for Social Science instruction that support ELs.	CLO4, CLO5

Activities and Resources

Readings	5.1, 5.2, 5.3
<p>10 Mindframes for Visible Learning</p> <ul style="list-style-type: none"> Ch. 1: I am an evaluator of my impact on student learning Ch. 2: I see assessment as informing my impact and next steps Ch. 6: I give and help students understand feedback and I interpret and act on feedback given to me Ch. 8: I explicitly inform students what successful impact looks like from the outset 	
<p>Online Resources</p> <p>Reference your state’s requirements for EL testing as needed.</p>	

Assignments

Discussion: Assessment to Positively Impact Learning	5.1
<p>Consider how you interpret assessments to guide instruction.</p> <p>Reflect upon yourself as a teacher of EL students by answering the questions on page 1 of <i>10 Mindframes for Visible Learning</i>.</p> <p>Respond to the following prompts in the Assessment to Positively Impact Learning discussion forum by Wednesday:</p> <ul style="list-style-type: none"> How do this week’s readings relate to analyzing state EL assessment data to help you positively impact learning for EL students? 	

- How can you positively impact your teaching of EL students in your classroom by using formative assessments?

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Social Science PBL Lesson

5.2, 5.3

Read the following article:

Miller, A. (2015). Supporting ELLs in PBL Project. *Edutopia*.

Design a social science project-based learning (PBL) lesson, at a grade level of your choice, that is relevant and applicable for use in your classroom.

Include the following components in your PBL lesson:

- Academic Vocabulary
- Collaboration
- Scaffolding
- Assessment
- Native Language Support

Provide a detailed explanation of the following:

- How academic vocabulary will be taught
- How it promotes collaboration
- How scaffolding is provided using structure and function
- How it supports differentiation with assessments
- How your student's native language is utilized to support current learning

Submit your PBL lesson and explanation as a Word document by Sunday.

Week 6: Assessment & Math Instruction

Learning Objectives

6.1 Analyze the effective use of state assessment data to develop targeted lessons for ELs.	CLO8
6.2 Determine formative assessment data required to monitor student progress and adjust lesson instruction for ELs.	CLO8
6.3 Determine instructional strategies for Math instruction that support ELs.	CLO4, CLO5

Activities and Resources

Readings	6.1, 6.2, 6.3
<p>Visible Learning for Teachers</p> <ul style="list-style-type: none"> Ch. 1: Visible learning inside Ch. 2: The source of the ideas Ch. 3: Teachers: the major players in the education process Ch. 4: Preparing the lesson Ch. 5: Starting the lesson 	
<p>Online Resources</p> <p>Reference your state's requirements for EL testing as needed.</p>	

Assignments

Discussion: Improving Math Instruction	6.1, 6.2
<p>Respond to the following prompts in the Improving Math Instruction discussion forum by Wednesday:</p> <ul style="list-style-type: none"> What are some key points presented in <i>Visible Learning for Teachers</i> about being a passionate educator? How you can maximize your impact on student learning for EL students? All students? How can you apply what you learned in the reading to your daily math instruction? 	

- How can you utilize state and formative assessment data to improve your math instruction for EL students?
- What four specific strategies or actions, learned from the text, do you plan to incorporate into your classroom practice? Why?

Support your response with citations and references consistent with APA style guidelines.

Reply to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Math Lesson Video

6.1, 6.2, 6.3

Review chapters four and five of *Visible Learning for Teachers*.

Imagine you are creating a video for your students to view during a live math lesson.

Create a video, no longer than 15-minutes, where you are delivering a math lesson that is applicable and useful to your current classroom.

Include the following in your video:

- Differentiation for your EL students,
- Integration of state and formative assessment requirements
- Integration of what you learned from chapters four and five of *Visible Learning for Teachers*.

Submit a link to your video by Sunday.

Week 7: Assessment & Science Instruction

Learning Objectives

7.1 Analyze the effective use of state assessment data to develop targeted lessons for ELs.	CLO8
7.2 Determine formative assessment data required to monitor student progress and adjust lesson instruction for ELs.	CLO8
7.3 Determine instructional strategies for Science instruction that support ELs.	CLO4, CLO5

Activities and Resources

Readings	7.1, 7.2, 7.3
<p>Visible Learning for Teachers</p> <ul style="list-style-type: none"> Ch. 6: The flow of the lesson: learning Ch. 7: The flow of the lesson: the place of feedback Ch. 8: The end of the lesson Ch. 9: Mind frames of teachers, school leaders, and systems 	

Assignments

Discussion: Mind Frames	7.3
<p>Respond to the following prompts in the Mind Frames discussion forum by Wednesday:</p> <ul style="list-style-type: none"> Which two mind frames most resonated with you in teaching EL students? Why. How can you apply all the mind frames when utilizing data to support your lesson development for EL students? <p>Support your response with citations and references consistent with APA style guidelines.</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Assignment: Targeted Science Lesson Plan

7.1, 7.2, 7.3

Develop a Science lesson plan, for a grade level of your choice, with integrated ELD supports you can use in your classroom.

Utilize the CSOE Lesson Plan template. Review the Lesson Plan Template Instructions document as needed.

Make sure you identify the following within the template:

- EL strategies you used to support your ELs' learning during integrated ELD.
- Science standards supported.
- Targeted supports based on assessment data.
- Data pieces you used to guide your lesson plan.

Submit your lesson plan by Sunday.

DRAFT

Week 8: Assessment & Targeted Content Area Lesson Planning for EL Students

Learning Objectives

<p>8.1 Analyze the effective use of state assessment data to develop targeted lessons for ELs.</p>	<p>CLO8</p>
<p>8.2 Determine formative assessment data required to monitor student progress and adjust lesson instruction for ELs.</p>	<p>CLO8</p>
<p>8.3 Determine targeted instructional strategies for the unique needs of EL students in your classroom for use in a content area lesson plan.</p>	<p>COURSE</p>

Activities and Resources

<p>Readings</p>	<p>8.3</p>
<p>10 Mindframes for Visible Learning</p> <ul style="list-style-type: none"> • Ch. 3: I collaborate with my peers and my students about my conceptions of progress and my impact • Ch. 5: I strive for challenge and not merely “doing your best” • Ch. 7: I engage as much in dialogue as monologue • Ch. 11: Visible Learning: a vision 	

Assignments

<p>Discussion: A Vision</p>	
<p>Respond to the following prompts in the A Vision discussion forum by Wednesday:</p> <ul style="list-style-type: none"> • How can you apply the information regarding ‘Vision’, from Ch. 11 of <i>10 Mindframes for Visible Learning</i>, in your classroom setting? • How can that ‘Vision’ you create, include using data to foster a supportive learning environment for all learners, specifically EL students? <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Assignment: Target Content Area Lesson Plan

8.1, 8.2, 8.3

Design complementing lesson plans, for both integrated and designated ELD, that you will use in your classroom for any core subject area and grade level you choose.

Utilize the CSOE Lesson Plan template and the Designated ELD Lesson Plan template for your complementing lessons:

- Review the Lesson Plan Template Instructions document as needed.
- Use the Designated ELD Lesson Plan template to frontload content during your Designated ELD time for only your EL students.

Make sure you identify the following within the template:

- State or core content standards and EL standards.
- How the EL standards align with the state or core content standards.
- How you enhanced your lesson for EL students with specific strategies from *10 Mindframes for Visible Learning*.
- What data you used to guide your planning.
- Which EL strategies, integrated ELD, you used to support your ELs learning.

Submit your complementing lesson plans by Sunday.

Rubrics

Discussion Rubric

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Initial Response to the Forum Topic 15 points	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, supported by citations to personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
Feedback to Peer's Response to the Forum Topic 10 points	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Thoughtful feedback missed one or two levels of the RISE model. Will result in an improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

Assignment Rubric–Weeks 1–4

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Elements 6 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Application 24 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.
References 12 points	The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with no errors.	The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with minimal errors.	The student has researched the paper, may cite sources in the body of the text, provides a general reference section.	Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the body of the paper.
Format 8 points	The paper conforms to APA standards with no errors.	The paper conforms to APA standards with very few or no errors.	The paper generally conforms to APA standards with some errors.	The paper contains several errors and does not conform to APA guidelines.

Assignment Rubric–Weeks 5 & 6

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Elements 12 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Application 48 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.
References 24 points	The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with no errors.	The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with minimal errors.	The student has researched the paper, may cite sources in the body of the text, provides a general reference section.	Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the body of the paper.
Format 16 points	The paper conforms to APA standards with no errors.	The paper conforms to APA standards with very few or no errors.	The paper generally conforms to APA standards with some errors.	The paper contains several errors and does not conform to APA guidelines.

Lesson Plan Rubric–Week 7

	Exceeds Requirements 100%	Meets Requirements 75%	Approaches Requirements 68%	Below Requirements 35%
Opening 12 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>specifically outlining data-driven targeted support for EL students.</i>	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>outlining targeted support for EL students.</i>	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>vaguely identifying support for EL students.</i>	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation, <i>Supports for ELs not evident.</i>
Intro to New Material 12 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for

EDU62630: Content Knowledge & Instructional Practice III: Teaching English Learners

	appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>specifically outlining data-driven targeted support for EL students.</i>	prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>outlining targeted support for EL students.</i>	related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>vaguely identifying support for EL students.</i>	class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation, <i>Supports for ELs not evident.</i>
Guided Practice 12 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>specifically outlining data-driven targeted support for EL students.</i>	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>outlining targeted support for EL students.</i>	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>vaguely identifying support for EL students.</i>	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation, <i>Supports for ELs not evident.</i>
Independent Practice 12 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>specifically outlining data-driven targeted support for EL students.</i>	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>outlining targeted support for EL students.</i>	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>vaguely identifying support for EL students.</i>	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation. <i>Supports for ELs not evident.</i>
Closing & Homework 12 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>specifically outlining data-driven targeted support for EL students;</i> Clearly states whether homework will be assigned or not; Clear progression from	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>identifying strategies for EL students.;</i> Clearly states whether homework will be assigned or not; Clear progression from lesson described.	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>vaguely identifying support for EL students;</i> Clearly states whether homework will be assigned or not; Unclear of the connection between lesson and homework.	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation, <i>Supports for ELs not evident;</i> Does not explain whether or not homework will be assigned.

EDU62630: Content Knowledge & Instructional Practice III: Teaching English Learners

	lesson described; Realistic and age appropriate.			
Classroom Management 12 points	Explanation for how a healthy, safe, and supportive learning environment will be created and maintained is clearly described at an advanced level.	Explanation for how a healthy, safe, and supportive learning environment will be created and maintained is clearly described at an expected level.	Explanation for how a healthy, safe, and supportive learning environment will be created and maintained is clearly described at a beginner's level.	Explanation for how a healthy, safe, and supportive learning environment will be created and maintained is clearly described at an inadequate level.
Lesson Reflection 12 points	Lesson reflection is appropriate and relevant to the content of the lesson, <i>identifying data-based strategies for EL students.</i>	Lesson reflection is appropriate to the content of the lesson, <i>identifying strategies for EL students.</i>	Lesson reflection is cursory or limited to the content of the lesson <i>vaguely identifying strategies for EL students.</i>	Lesson reflection is inappropriate to the content of the lesson or inadequate. <i>EL strategies are not evident.</i>
		Meets Requirements 100%	Approaches Requirements 68%	Below Requirements 35%
Context 4 points		Provides context to the lesson plan describing the grade, content and class setting.	More details needed to understand the class setting.	Does not provide a context to lesson plan.
Theory 4 points		Explanation of theory applied and rationale for applying that theory is described at an expected level.	Explanation of theory applied and rationale for applying that theory is described at a beginner's level.	Explanation of theory applied and rationale for applying that theory is described at an inadequate level.
Objective 5 points		Clear, specific, measurable and achievable objectives; Written in student friendly language; Aligned to ISTE, State or common core standards; Related to lesson.	More specificity needed, objectives are not measurable or achievable; Loosely aligned to ISTE, State or common core standards Seems unachievable in one lesson; Wordy or vague.	Objectives are unclear, and not measurable or achievable. Objectives are not aligned to ISTE, State or common core standards; Objective is not related to lesson described.
Assessment 5 points		Clearly indicates the way(s) student progress will be monitored during and after lesson.	More specific details needed to understand how student progress will be monitored.	Does not describe a method of how students will be monitored.
ISTE, State or Common Core, & TPE Standards 4 points		Identified standards for the correct grade and content area; Standards related to lesson described.	Connection between standards and lesson is unclear.	Does not provide the correct standards for the grade and content area.

EDU62630: Content Knowledge & Instructional Practice III: Teaching English Learners

Differentiation 4 points		Teaching mode is varied: verbal, visual, and practical. Tasks are designed to support varied intelligence preferences. Allows students to show what they know in different ways.	Teaching mode contains two of the following: verbal, visual, and practical. Tasks are designed to support two or less intelligence preferences. Allows students to show what they know in different ways.	Teaching mode is not varied. Tasks are designed for one type of learner. Does not allow students to show what they know in different ways.
Diverse Learners (Mixed Abilities) 4 points		Instruction supports a diversity of learners including students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are specific for each type of learner.	Instruction supports only three of the following learners: students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are appropriate for that type of learner.	Instruction supports less than three of the following learners: students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are not specific for each type of learner.
Social and Emotional Skills 4 points		Clearly indicates the way(s) social and emotional competencies and character skills are supported by the lesson.	More specific details needed to understand how social and emotional competencies and character skills are supported by the lesson.	Does not describe how social and emotional competencies and character skills are supported by the lesson.
Materials 4 points		Thorough list of materials required for the lesson described; Includes quantities and any prep required.	Some keys items described in lesson are listed.	Does not provide a list of materials for lesson.
References 3 points		The student has thoroughly researched the strategies used and provides a comprehensive reference section with minimal to no errors.	The student has researched the strategies, may cite sources in the lesson plan, provides a general reference section.	Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the lesson plan.

Lesson Plan Rubric–Week 8

	Exceeds Requirements 100%	Meets Requirements 75%	Approaches Requirements 68%	Below Requirements 35%
Opening 15 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse

EDU62630: Content Knowledge & Instructional Practice III: Teaching English Learners

	diverse students, <i>specifically outlining data-driven targeted support for EL students.</i>	students, <i>outlining targeted support for EL students.</i>	students, <i>vaguely identifying support for EL students.</i>	strategies are not adequate or need more explanation, <i>Supports for ELs not evident.</i>
Intro to New Material 15 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>specifically outlining data-driven targeted support for EL students.</i>	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>outlining targeted support for EL students.</i>	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>vaguely identifying support for EL students.</i>	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation, <i>Supports for ELs not evident.</i>
Guided Practice 15 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>specifically outlining data-driven targeted support for EL students.</i>	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>outlining targeted support for EL students.</i>	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>vaguely identifying support for EL students.</i>	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation, <i>Supports for ELs not evident.</i>
Independent Practice 15 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>specifically outlining data-driven targeted support for EL students.</i>	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>outlining targeted support for EL students.</i>	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students, <i>vaguely identifying support for EL students.</i>	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation, <i>Supports for ELs not evident.</i>
Closing & Homework 15 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific,	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific,	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific,	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details

EDU62630: Content Knowledge & Instructional Practice III: Teaching English Learners

	appropriate examples of how to differentiate instruction for Diverse students, <i>specifically outlining data-driven targeted support for EL students</i> ; Clearly states whether homework will be assigned or not; Clear progression from lesson described; Realistic and age appropriate.	appropriate examples of how to differentiate instruction for diverse students, <i>identifying strategies for EL students</i> .; Clearly states whether homework will be assigned or not; Clear progression from lesson described.	appropriate examples of how to differentiate instruction for diverse students, <i>vaguely identifying support for EL students</i> ; Clearly states whether homework will be assigned or not; Unclear of the connection between lesson and homework.	needed to address questions related to prompt; diverse strategies are not adequate or need more explanation, <i>Supports for ELs not evident</i> ; Does not explain whether or not homework will be assigned.
Classroom Management 15 points	Explanation for how a healthy, safe, and supportive learning environment will be created and maintained is clearly described at an advanced level.	Explanation for how a healthy, safe, and supportive learning environment will be created and maintained is clearly described at an expected level.	Explanation for how a healthy, safe, and supportive learning environment will be created and maintained is clearly described at a beginner's level.	Explanation for how a healthy, safe, and supportive learning environment will be created and maintained is clearly described at an inadequate level.
Lesson Reflection 15 points	Lesson reflection is appropriate and relevant to the content of the lesson, <i>identifying data-based strategies for EL students</i> .	Lesson reflection is appropriate to the content of the lesson, <i>identifying strategies for EL students</i> .	Lesson reflection is cursory or limited to the content of the lesson <i>vaguely identifying strategies for EL students</i> .	Lesson reflection is inappropriate to the content of the lesson or inadequate. <i>EL strategies are not evident</i> .
		Meets Requirements 100%	Approaches Requirements 68%	Below Requirements 35%
Context 4 points		Provides context to the lesson plan describing the grade, content and class setting.	More details needed to understand the class setting.	Does not provide a context to lesson plan.
Theory 4 points		Explanation of theory applied and rationale for applying that theory is described at an expected level.	Explanation of theory applied and rationale for applying that theory is described at a beginner's level.	Explanation of theory applied and rationale for applying that theory is described at an inadequate level.
Objective 6 points		Clear, specific, measurable and achievable objectives; Written in student friendly language; Aligned to ISTE, State or common core standards; Related to lesson.	More specificity needed, objectives are not measurable or achievable; Loosely aligned to ISTE, State or common core standards Seems unachievable in one lesson; Wordy or vague.	Objectives are unclear, and not measurable or achievable. Objectives are not aligned to ISTE, State or common core standards; Objective is not related to lesson described.
Assessment 6 points		Clearly indicates the way(s) student progress will be monitored during and after lesson.	More specific details needed to understand how student progress will be monitored.	Does not describe a method of how students will be monitored.

EDU62630: Content Knowledge & Instructional Practice III: Teaching English Learners

ISTE, State or Common Core, & TPE Standards 4 points		Identified standards for the correct grade and content area; Standards related to lesson described.	Connection between standards and lesson is unclear.	Does not provide the correct standards for the grade and content area.
Differentiation 5 points		Teaching mode is varied: verbal, visual, and practical. Tasks are designed to support varied intelligence preferences. Allows students to show what they know in different ways.	Teaching mode contains two of the following: verbal, visual, and practical. Tasks are designed to support two or less intelligence preferences. Allows students to show what they know in different ways.	Teaching mode is not varied. Tasks are designed for one type of learner. Does not allow students to show what they know in different ways.
Diverse Learners (Mixed Abilities) 4 points		Instruction supports a diversity of learners including students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are specific for each type of learner.	Instruction supports only three of the following learners: students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are appropriate for that type of learner.	Instruction supports less than three of the following learners: students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are not specific for each type of learner.
Social and Emotional Skills 4 points		Clearly indicates the way(s) social and emotional competencies and character skills are supported by the lesson.	More specific details needed to understand how social and emotional competencies and character skills are supported by the lesson.	Does not describe how social and emotional competencies and character skills are supported by the lesson.
Materials 4 points		Thorough list of materials required for the lesson described; Includes quantities and any prep required.	Some key items described in lesson are listed.	Does not provide a list of materials for lesson.
References 4 points		The student has thoroughly researched the strategies used and provides a comprehensive reference section with minimal to no errors.	The student has researched the strategies, may cite sources in the lesson plan, provides a general reference section.	Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the lesson plan.
PO1: Integrate a research- and evidence-based theory of teaching and learning.	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.

Specialty Standards: Teacher Performance Expectations (TPEs)				
TPE1: Engaging and Supporting All Students in Learning	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
TPE3: Understanding and Organizing Subject Matter for Student Learning	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
TPE4: Planning Instruction and Designing Learning Experiences for All Students	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
TPE5: Assessing Student Learning	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.

DRAFT