



Examples of Assignments: Standard 1: Learning

Course: Introduction to Teaching for those without classroom experience (prior to Intern Teaching)

Course Structure

Course Overview

Week 1: Classroom Management

Error! Bookmark not defined.

Week 2: Classroom Culture

Error! Bookmark not defined.

Week 3: Teaching Special Populations

Error! Bookmark not defined.

Week 4: Lesson Planning

Error! Bookmark not defined.

Week 5: Unit Planning

Error! Bookmark not defined.

Week 6: Intern Teaching Responsibilities

Error! Bookmark not defined.

Week 7: Reflection

Error! Bookmark not defined.

Week 8: Looking Ahead

Error! Bookmark not defined.

Assessment	Due	Assignment Category	Point Value
------------	-----	---------------------	-------------



Alliant International University

Week 1			
Discussion: Introductions	End of Week 1	Administrative Assignments	5
Discussion: Rewards & Consequences	End of Week 1	Response to Reading Discussions	7
Discussion: Video Observations	End of Week 1	Resource Sharing Discussions	7
Assignment: Classroom Rules	End of Week 1	Application to Classroom Assignments	15
Week 2			
Discussion: First Impressions	End of Week 2	Response to Reading Discussions	7
Discussion: Grouping & Seat Assignments	End of Week 2	Resource Sharing Discussions	7
Assignment: Teaching Routines	End of Week 2	Application to Classroom Assignments	15
Week 3			
Assignment: Placement Survey	End of Week 3	Administrative Assignments	5
Discussion: Subsets of Special Populations	End of Week 3	Response to Reading Discussions	7
Discussion: Resources for ELL/SN/GATE	End of Week 3	Resource Sharing Discussions	7
Assignment: ELL/SN/GATE Strategies	End of Week 3	Application to Classroom Assignments	15
Week 4			
Discussion: Standards-Based Teaching	End of Week 4	Response to Reading Discussions	7
Discussion: Content Resources	End of Week 4	Resource Sharing Discussions	7
Assignment: Lesson Plan	End of Week 4	Application to Classroom Assignments	30
Week 5			
Discussion: Planning Instructional Time	End of Week 5	Response to Reading Discussions	7
Discussion: Hooks	End of Week 5	Resource Sharing Discussions	7
Assignment: Two-Week Unit Plan	End of Week 5	Application to Classroom Assignments	22
Week 6			
Assignment: Classroom Observations	End of Week 6	Application to Classroom Assignments	15
Assignment: Standards Self-Evaluation	End of Week 6	Reflections	5
Week 7			
Assignment: Maintaining Balance Reflection	End of Week 7	Reflections	5
Assignment: Support Networks Reflection	End of Week 7	Reflections	5
Week 8			
Assignment: Preparation Self-Assessment Reflection	End of Week 8	Reflections	5
Assignment: Looking Ahead Reflection	End of Week 8	Reflections	5



Textbooks

Freeman, Y., Freeman, D. & Ramirez, R. (2008). *Diverse learners in the mainstream classroom: Strategies for supporting ALL students across content areas*. Portsmouth, NH: Heinemann.

ISBN: 978-0325013138

Jones, F., & James, P. (2007). *Tools for teaching: Discipline, instruction, motivation*. (2nd ed.). Santa Cruz, CA: Fredric H. Jones & Associates, Inc.

ISBN: 978-0965026321

Wong, H., & Wong, R. (2009). *First days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publishers, Inc.

ISBN: 978-0976423317

Assignment and Rubric

Week 3: Teaching Special Populations

Learning Objectives

1. Analyze strategies that support the academic and language development needs of English Language Learners. <i>(Engagement, Application)</i>	CLO2
2. Analyze strategies that support the academic needs of Special Needs students. <i>(Engagement, Application)</i>	CLO2
3. Analyze strategies that support the academic needs of Gifted and Talented students. <i>(Engagement, Application)</i>	CLO2

Activities and Resources

Readings	3.1, 3.2, 3.3
<p><i>Diverse Learners in the Mainstream Classroom</i></p> <ul style="list-style-type: none"> • Ch. 1: Cultural Diversity, pp. 15–30 • Ch. 2: English Language Learners • Ch. 4: Effective Practices for Students with Disabilities in Inclusive Classrooms 	
<p>Lecture</p> <p>View the “Introduction to Teaching Special Populations” video.</p> <p>Review the “Week 3 – Teaching Special Populations” presentation for the lecture as needed.</p>	

Assignments

Assignment: Placement Survey	N/A
<p>To help coordinate efforts with the field supervision coordinator and get the most accurate information, we need to get some information from you.</p>	



Complete the Placement Survey quiz by Sunday.

Discussion: Subsets of Special Populations

3.1, 3.2, 3.3

Select one of the following chapters, from *Diverse Learners in the Mainstream Classroom*, that is of interest or pertinence to your current or intended classroom placement:

- Ch. 6: Drawing on Multiple Intelligences to Teach Special Populations
- Ch. 7: Using Technology to Teach Diverse Populations
- Ch. 8: Diversity in Early Childhood
- Ch. 9: Teaching Middle School Mathematics for All
- Ch. 10: Literacy in a Diverse Society
- Ch. 11: Understanding the Human Experience Through Social Studies

Respond to the following prompts in the Subsets of Special Populations discussion forum by Wednesday:

What idea(s) did the author discuss that you found useful, relevant, and interesting?

- What do you see as challenges you may encounter working with this special population that the author did not address? Which of the author's ideas do you think may not work as well as, in your classroom? Why?

Cite specific examples, in agreement or disputing, of how the readings informed your views.

Rename the title of your response as the chapter number, e.g. Ch. 10, and your name.

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

Discussion: Resources for ELL/SN/GATE

3.1, 3.2, 3.3

Review the following links for some simple checklists of different ways you can modify your instruction to meet the needs of different populations of students:



Alliant International University

Special Needs (SN) Checklist–[Specific Learning Disability Strategies](#) from Do2Learn: list is sorted by academic area of focus of different strategies that work with specific content areas or academic needs.

- SN Checklist–[How to Adapt Your Teaching Strategies to Student Needs](#) from Reading Rockets: strategies grouped by various learning modalities.
- Gifted and Talented (GATE) Checklist–[Gifted Students: Recommendations for Teachers](#) from the University of Delaware School of Education: general recommendations and ideas for working with GATE students
- English Language Learners (ELL) Checklist– [Instructional Strategies for ESL Students Checklist](#) from San Antonio Independent School District:
 - specific strategies identified for various academic settings.
- ELL Checklist–[Strategies for Teaching Science to English Language Learners](#) from Norman Herr, PhD.: strategies described for different modalities.

Select one student population, SN, GATE, or ELL, and identify a strategy that looks interesting to you.

Conduct additional research to find out more about how this strategy is implemented and how it meets the need of that specific student population.

Respond to the following prompts in the Resources for ELL/SN/GATE discussion forum by Friday:

Summarize the strategy.

- Why it would be useful for your selected student population?
- Embed a link to the where you found more information about this strategy. It could be a blogpost, an instructional video, a scholarly article, or any other resource that gave you a deeper understanding of the how and why behind this strategy.

Rename the title of your response as the student population and the specific strategy, e.g. ELL: Using realia. Check the forum to ensure you have a unique topic that has not already been shared by a peer!

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: ELL/SN/GATE Strategies

3.1, 3.2, 3.3

Teachers are expected to know their students well and differentiate instruction to meet the varying needs of their students. Having some strategies in your toolkit will help you to determine how to design a lesson that will support student learning.

Find three different strategies that would work for each of the following student populations:

- Gifted and Talented (GATE)
- Special Needs (SN)
- English Language Learners (ELL)

Write an analysis for each student population and strategy combination that includes the following:

- State the population and describe the strategy.
- Explain why this strategy works for this special population.
- Briefly provide a specific example of how and when you could utilize this strategy in your classroom.

Note. You can use your peer's investigative work in this week's discussion forum to help get a better understanding of the different strategies and which ones may work well for your age group and content area!

Submit your Teaching Routines as a Word document to the assignment forum by Sunday.

Course Psycho-Educational Development of Diverse Learner Classroom Application

Textbook:

Berger, K.S. (2015). *The developing person through childhood and adolescence, 10th Ed.* New York, NY: Worth Publishers.

ISBN: 978-1464177354



Key Assignment and Rubric

Course Project	CLO1, CLO2, CLO3, CLO4
<p>The Course Project requires you to apply your understanding of child development and developmental theory to address a common childhood challenge. You will select one childhood challenge that affects children at school and at home. After researching several theoretical approaches to the challenge, you will design digital presentation or website for the PTA suggesting strategies to address the challenge.</p> <ul style="list-style-type: none">• Step 1: Select a developmental area (physical, emotional, or cognitive) and research one theorist in that area. Then imagine a child of a specific age. Identify the stage or skill level of the child, according the theorist you selected.• Step 2: Select a common skill a child needs to learn. I will approve almost any skill or behavior. Examples:<ul style="list-style-type: none">○ Helping Children Learn to Share○ Getting Ready for School○ These Kids are So Messy!○ Teaching Children to Take Turns○ Stay Safe: Teach Your Child His Name, Phone Number and Address○ Supporting Children in Managing Their Weight○ Becoming an Active Family○ Preparing Meals as a Family○ Homework Without the Hassle○ Tips for Enriching Vocabulary○ What to Do When Your Child Bites○ What to Do When Your Child Refuses to Go to School○ Multilingual Families: When You Don't Speak English at Home	

- **Step 3:** Design a digital presentation or website for the PTA at your school. Describe the theory that applies to this skill, characteristics of a particular child you imagine needing this support, the current and next stage or skill level, and the interventions and measurement techniques that could help. First describe how to structure and support the child in moving from his current behavior or skill level toward the next skill level, according to the theorist you selected. What does the theorist recommend? What will you do in your classroom to support this learning? What experiences, activities, lessons, techniques, interactions or resources could parents use at home? Identify at least three experiences or lessons you and the families could try that will support the child in learning the skill. How will you measure the results of the experiences or lessons?

Digital presentations may be produced in the digital application of your choice. Options include:

- Wordpress.com
- Wix
- Weebly
- Google Sites
- Blogger
- Wikispaces
- EduBlogs
- Foliji
- PowerPoint
- Prezi

The Course Project will contain these components, which are due throughout the course. Each Component can be submitted initially as a document. Then the relevant items within each Component will be compiled in the digital resource, either a website or a presentation.

Course Project Component 1: Project Plan (Due Week 3)

- **Identify** target skill, concept or behavior that concerns you, and that you want to study in more detail. Why are you interested in this behavior?
- **Describe** an imaginary or composite student with this issue. Include age, sex, personality, physical qualities, and any other information that may contribute to the development of the skill or behavior. Do not reveal the name of a real child. It is unnecessary.

- **Identify** the tool you will use to create your website or presentation. Provide a rationale for the tool and why this tool was selected over others.
- **Identify** an expert reviewer and provide his contact information. The expert reviewer should be a member of the target audience of your web site; i.e. a parent with a child that age, or a teacher of children with this developmental challenge, etc. This person should be willing to take a few minutes to critique your website once it is drafted. There will be several opportunities for your classmates to critique your site, and of course I will review your progress every week. But in addition, identify someone outside our class who will take a few minutes to provide helpful feedback. For example, if the audience for your web site is parents with school age children who struggle to complete their homework, name almost any parent or teacher (we all share that issue!). If you select the challenge of helping children stay fit and trim, select a teacher with this concern for her students. This critique will involve sending your reviewer the link to your website. Then your "expert" should send you an email or speak to you with some ideas on how your website could be improved. This step is informal and not intended to be difficult for you, so select a person who is easy for you to contact.
- **Provide** an explanation for why this project is significant to you

Course Project Component 2: Identify the Theorist (Due Week 4)

- **Identify** the theorist whose work best applies to addressing the child's challenge or changing the student's behavior
- **Explain** why you selected this theory. Describe the other theories you considered and why you did not select them to support this situation.

Course Project Component 3: Structured Experiences and Assessments (Due Week 5)

- How do you suggest translating your selected theory into practice?
- What do you recommend to teachers to implement in their classrooms?
- What do you recommend to parents to try at home?
- Create at least 3 Structured Experiences and Assessments to reflect the implementation of your selected theory.

Course Project Component 4: Draft Course Project for Instructor's Review (Due Week 6)

- **Submit** your Draft Project for feedback from your Instructor. Revise to feedback.

Course Project Component 5: Critiques (Due Week 7)

- **Send** your Draft Project to your Expert Reviewer and post for a classmate’s review. Revise your project to reviewer’s suggestions.

Course Project Component 6: Final Course Project (Due Week 8)

- **Submit** your final Course Project.

Each component should be revised to feedback from peers, children, outside experts and the instructor. The final submission is scored separately from each component.

Assignment Rubric

Criteria	4 points Mastery	3 points Proficiency	2 points Cursory	1 points Deficiency
Characteristics and theoretical models (x 2)	Website or presentation features a section that clearly explains characteristics of typical and atypical child development, the theories that apply to assisting the child in moving from one skill level or behavior to the next level, and how teachers and parents can nurture growth in students in	Website or presentation features a section that appropriately explains characteristics of typical and atypical child development, the theories that apply to assisting the child in moving from one skill level or behavior to the next level, and how teachers and parents can nurture growth	Website or presentation features a section that somewhat explains characteristics of typical and atypical child development, the theories that apply to assisting the child in moving from one skill level or behavior to the next level, and how teachers and parents can nurture growth	Website or presentation does not feature a clear section that explains characteristics of typical and atypical child development, the theories that apply to assisting the child in moving from one skill level or behavior to the next level, and how teachers and parents can nurture growth in students in



	the area being presented. The information is detailed and thorough	in students in the area being presented	in students in the area being presented. The information is not detailed or there is one or more components missing	the area being presented. More than one of the components is missing or the information is limited
Experiences or lessons within the website or presentation (x 2)	<p>Three experiences or lessons are thorough and clearly provided on the website or presentation that assists parents in supporting their child in learning a new skill</p> <p>The lessons also include opportunities for students to understand and advocate for strategies that meet their individual learning needs which may include IEPs, IFSPs, and 504 plans</p>	<p>Two experiences or lessons are clearly provided on the website or presentation that assists parents in supporting their child in learning a new skill</p> <p>The lessons also include opportunities for students to understand and advocate for strategies that meet their individual learning needs which may include IEPs, IFSPs, and 504 plans</p>	Two experiences or lessons are provided and are somewhat clear on the website or presentation	One or two experiences or lessons are provided and are minimal or limited
Resources (x .5)	<p>Website or presentation contains a clear and thorough resource page or slide(s) that allows access for resources from the community and school.</p> <p>The resource page clearly explains and includes an option for collaboration, co-teaching, coaching, and/or networking</p>	<p>Website or presentation contains a resource page or slide(s) that allows access for resources from the community and school.</p> <p>The resource page explains and includes an option for collaboration, co-teaching, coaching, and/or networking</p>	<p>Website or presentation contains a resource page or slide(s) that allows some access for resources from the community and school. There may be limited information</p> <p>The resource page may explain and include an option for collaboration, co-teaching, coaching, and/or networking</p>	Website or presentation contains a resource page or slide(s) that is minimal or inaccurate
Strategies (x 1)	Website or presentation includes a page or slide with a clear description of strategies for how the skill will be practiced in school and how	Website or presentation includes a page or slide with a description of strategies for how the skill will be practiced in school and how teacher and	Website or presentation includes a page or slide with a minimal description of strategies for how the skill will be practiced in school and how	Website or presentation includes a page or slide without a clear description of strategies for how the skill will be practiced in school and how



	teacher and student will communicate to ensure student participation in learning.	student will communicate to ensure student participation in learning.	teacher and student will communicate to ensure student participation in learning.	teacher and student will communicate to ensure student participation in learning.
--	---	---	---	---

Course: Seminar in Supporting Differentiated Learning

Seminar Structure

Week	Assessment	Due	Assignment Category	Point Value
Planning Segment: Readings and Discussions (Weeks 1-3)				
1	TLC 2.0, Part 3 Graphic Organizer – Week 1	End of Week 1	Reading Responses	3
1	Discussion Post #1: Wormelli’s “Busting Myths about Differentiation”	End of Week 1	Discussion Post/Peer Response	7
2	TLC 2.0, Part 3 Graphic Organizer – Week 2	End of Week 2	Reading Responses	3
2	Discussion Post #2: “Rethinking English Language Instruction: An Architectural Approach”	End of Week 2	Jigsaw Reading Assignment/ Sharing/Peer Response	7
3	TLC 2.0, Part 3 Graphic Organizer – Week 3	End of Week 3	Reading Responses	3
3	Discussion Post #3: Multiple Intelligences	End of Week 3	Reading Assignment/ Sharing/Peer Response	7
Teaching Segment: Application to teaching (Weeks 4-5)				
4	Discussion Post #4: Differentiation Resources	End of Week 4	Reading Assignment/ Sharing/Peer Response	7
4	eJournal #1: Focus students’ descriptors	End of Week 4	eJournal	3
5	eJournal #2: Focus students’ data	End of Week 5	eJournal	3



5	Differentiation Assignment	End of Week 5	Assignment	17
Analysis Segment: Peer review and self-evaluation (Weeks 6-7)				
6	Discussion Post #5: "8 Characteristics of Motivated Kids"	End of Week 6	Reading Assignment/ Sharing/Peer Response	7
6	Discussion Post #6: Differentiation Summary and Artifact Sharing	End of Week 6	Assignment Sharing/Artifact Posting	11
7	Discussion Post #6, cont.: Differentiation Assignment Peer Feedback	End of Week 7	Peer Feedback on Discussion Post	6
7	Discussion Post #7: Resource Sharing: Assistive Technology	End of Week 7	Resource Sharing	3
7	Discussion Post #8: Resource Sharing: Enrichment Activities	End of Week 7	Resource Sharing	3
Reflection Segment: Self-assessment (Week 8)				
8	Discussion Post #9: "Joaquin's Dilemma"	End of Week 8	Reading Assignment/ Sharing/Peer Response	7
8	eJournal #3: Perspective Shifts	End of Week 8	eJournal	3
Total Points				100

Textbook and General Resources

Kampwirth, T. J., & Powers, K. M., (2016). *Collaborative consultation in the schools: Effective practices for students with learning and behavior problems, enhanced Pearson eText* (5th ed.). Boston, MA: Pearson Education.

ISBN: 978-0134019642

Online Resources

- [National Association of State Directors of Special Education, Inc.](#)
- California Department of Education—[Special Education Division](#)
- Center for Applied Special Technology—[CAST](#)
- [Teacher Tap: Professional Development Resources for Educators & Librarians](#) from eduscapes



- [The National Center for Culturally Responsive Educational Systems](#)
- National Association for Bilingual Education–[NABE](#)

Example Assignments

Discussion: Meeting Plan	3.1, 3.2
<p>Consider the following scenario:</p> <p>Rory is an 11-year old boy on your caseload whose parents are going through a divorce. His teacher is wonderful and helps him the best she can and he gets along with his siblings and classmates'. He tries hard in school but can't seem to remember things he has learned. Rory is two to three years behind in all academic content areas and has five 45-minute RSP sessions a week to get assistance on math, reading, and writing. Rory's mom emails you with the following request: "My boyfriend and I would like to meet with you concerning Rory. He really struggles and we don't know how to help him".</p> <p>Respond to the following prompts in the Meeting Plan discussion forum by Wednesday:</p> <p>What would you do to prepare for this meeting? What would be your initial plan?</p> <ul style="list-style-type: none">• What kinds of things would you offer Rory's mom and boyfriend at the meeting? <p>Reply to two of your classmates' posts with questions or comments to further discussion by Sunday.</p> <p>(Leadership, Engagement, Applicability, Dedication to Inclusiveness)</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'</p>	
Discussion: Goal Orientation	3.1, 3.2



Respond to the following prompt in the Goal Orientation discussion forum by Friday:

Create a list of six different complaints you have heard from your current or previous experience working with teachers.

- Write your list as quotes from the perspective of the person speaking, for example:

(Said to a resource specialist by another teacher) "I am so tired of Mara giving Jacob a piece of candy every time he runs out of the class and she catches up to him. She tells him if he comes with her she will give him candy! Now he does it just to get candy and she can't see that!"

Reply to two of your classmates' posts with suggestions, from the Keeping a Goal Orientation (p. 87) section of Collaborative Consultation in the Schools, for each quote by Sunday.

Assignment: Staff Presentation	3.1, 3.2
---------------------------------------	----------

Imagine one of the district goals is to improve overall communication and collaboration with parents and among teachers regarding students with disabilities. As the Education Specialist, your principal has asked that you put together a presentation and activity about communication strategies and effectively collaborating with parents.

Create a 15-minute presentation and activity about communication strategies and effectively collaborating with parents for a staff meeting at the beginning of the school year.

Include the following:

- PowerPoint or Prezi presentation about
 - effective communication with colleagues and parents
 - collaborating with colleagues and parents
- Activity instructions to help demonstrate the skills presented in your presentation
- Presentation notes either below each slide or as a separate Word document



Note. If you are creating your notes in a separate Word document, format your notes as follows: Slide 2: discuss different ways teachers can communicate with parents to assist their children. Examples: emails, newsletters, after-school gatherings. Review the [Top Ten Slide Tips](#) by Garr Reynolds to help design your presentation.

Submit your presentation or link to the presentation, activity, and notes by Sunday.

(Leadership, Engagement, Applicability, Dedication to Inclusiveness)

Discussion: Differentiated Instruction

6.1

Differentiated instruction as a model has been around since 1995, yet it continues to be an important way to help students achieve success in the classroom. According to Kampwirth and Powers (2016), "Students from minority backgrounds, particularly those who are ELLs, usually have more difficulty with academic achievement than do White or Asian students. The racial disparity in achievement is reflected in special education and dropout rates" (p. 179).

Read the following article:

Vaeter, D.H., & Costner, K.M. (2013). [*Differentiating Instruction for ELLs: The core tenets of differentiation should guide our education of ELLs*](#). Association for Middle Level Education: Westerville, OH.

Respond to the following prompts in the Differentiated Instruction discussion forum by Friday:

- What do you think is the importance and benefits of differentiated instruction?
- How you, as a consultant, can convey the significance of this model to your consultees?

Reference both the text and the article in your response using proper APA format.

Reply to two of your classmates' posts with questions or comments to further discussion by Sunday.

(Leadership, Engagement, Applicability, Dedication to Inclusiveness)



Course: Principles, Practices and Socio-Cultural Issues of Teaching English

Course Structure

Course Overview

- Week 1: The Effects of Culture on Teaching**..... Error! Bookmark not defined.
- Week 2: EL Program Design & Second Language Acquisition**..... Error! Bookmark not defined.
- Week 3: Effective English Learner Instruction** Error! Bookmark not defined.
- Week 4: Oral Language Development Strategies** Error! Bookmark not defined.
- Week 5: Literacy and Vocabulary Development Strategies for EL Students**..... Error! Bookmark not defined.
- Week 6: SDAIE Instruction and the Writing Process for EL Students** Error! Bookmark not defined.
- Week 7: Authentic Assessment and the use of Rubrics for Evaluation** Error! Bookmark not defined.
- Week 8: Standards-Based and Understanding by Design Lesson Planning**..... Error! Bookmark not defined.

Assessment	Due	Assignment Category	Point Value
Week 1			
Discussion: Building Community		Discussion	5
Discussion: Connecting with Students		Discussion	5
Assignment: Visual Presentation		Presentation	10
Week 2			



Discussion: Second Language Acquisition	Discussion	5
Assignment: The Ideal English Learner Program	Paper	10
Week 3		
Discussion: Effective Instruction of English Learners	Discussion	5
Assignment: ELD/SDAIE Lesson Plan Analysis	Lesson Plan	10
Week 4		
Discussion: Developing Oral Language Skills	Discussion	5
Discussion: Oral Language Strategies	Discussion	5
Assignment: Oral Language Development Strategies	Lesson Plan	15
Week 5		
Discussion: Promoting Early Literacy	Discussion	5
Discussion: Vocabulary Development	Discussion	5
Assignment: Literacy and Writing Development Strategies	Lesson Plan	15
Week 6		
Discussion: Common Core & English Learners	Discussion	5
Discussion: Writing Process	Discussion	5
Assignment: SDAIE Lesson Plan	SDAIE Lesson Plan	15
Week 7		
Discussion: Authentic Assessment	Discussion	5
Discussion: Rubrics for Authentic Assessments	Discussion	5
Assignment: Authentic Assessment with Scoring Rubric	SDAIE Lesson Plan	15
Week 8		
Discussion: Understanding by Design	Discussion	5
Assignment: Standards-Based SDAIE Curriculum Unit	Project	45
Total Points		200

Textbook

Peregoy, S. F., & Boyle, O. F. (2013). Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners (6th ed.). Boston, MA: Pearson Education, Inc.

ISBN: 978-0132892971



Key Assignment and Rubric

Task:

Select one of the lessons you will teach this week. Try to make this a lesson in which there are opportunities for oral language development. Utilize the Lesson Plan Template if you will be creating a lesson.

Examine the lesson, before teaching it, for opportunities in which an oral language development strategy could be included.

Select one or two strategies from this week's readings or video to include in your lesson.

Write a short 100-to 200-word pre-lesson reflection that:

- Describes which oral language development strategies you will include
- How you will describe to the students how to use them

Note. Cite the sources of the strategies you selected.

Teach the lesson before the end of this week. During instruction, focus on the English Learners in your class to identify the following:

- Which of the strategies seem to be more effective and which less effective?
- Are your students able to understand your instructions easily and carry them out without the need for a lot of extra clarification?
- Ask students to engage in the same type of oral language development, if possible, in the days following the lesson to allow them to practice the skills you are teaching.

Write a 350-to 700-word post-lesson analysis of the success of your teaching of the oral language strategies you selected. Include the following in your reflection:

- A detailed description of the strategy.
- Your evaluation of the effectiveness of your teaching of the strategy or strategies.
- Your evaluation of the success of the strategy or strategies in allowing EL students to improve their skills.
- If students were able to engage in repeated practice of the strategy or strategies during the week, any improvements in your EL



students.

- Two suggestions for how you could improve the oral language development of your students.

Criteria for Current Practitioners	4 points Mastery	3 points Proficiency	2 points Cursory	1 points Deficiency
<p>Pre-reflection paragraph</p> <p>(x .5)</p>	<p>Teacher candidate showed clear and detailed evidence in the pre-reflection of the Interpretation of English learners' assessment data and where to locate that information to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction</p>	<p>Teacher candidate showed accurate and appropriate evidence in the pre-reflection of the Interpretation of English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction</p>	<p>Teacher candidate showed minimal or limited evidence in the pre-reflection of the Interpretation of English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction</p>	<p>Teacher candidate showed inaccurate or was missing evidence in the pre-reflection of the Interpretation of English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction</p>
<p>Lesson plan created by teacher candidate</p> <p>(x 2)</p>	<p>Lesson plan written by the teacher candidate is clear, detailed, and addresses all of the following components: *uses thorough knowledge of students to plan lesson *uses research-based instructional strategies, scaffolding, SDAIE and ELD strategies *evidence of adaptations of subject matter, curriculum, organization, and planning to support all students including EL and SPED in the least restrictive environment</p>	<p>Lesson plan written by the teacher candidate is clear and uses knowledge of students including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning</p>	<p>Lesson plan written by the teacher candidate is limited in detail and information and minimally uses knowledge of students including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning</p>	<p>Lesson plan written by the teacher candidate is inappropriate or inaccurate and does not use knowledge of students including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning</p>



<p>Post-reflection analysis</p> <p>(x 1.5)</p>	<p>Teacher candidate post-reflection is clear, thorough, and detailed regarding the:</p> <ul style="list-style-type: none">*planning, designing, implementation, and monitoring of instruction*effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students*evidence of the use of instructional strategies that include the use of developmentally, linguistically, and culturally appropriate learning activities, materials, and resources that include all students	<p>Teacher candidate post-reflection has accurate detail regarding the:</p> <ul style="list-style-type: none">*planning, designing, implementation, and monitoring of instruction*effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students*evidence of the use of instructional strategies that include the use of developmentally, linguistically, and culturally appropriate learning activities, materials, and resources that include all students	<p>Teacher candidate post-reflection is minimally detailed regarding the:</p> <ul style="list-style-type: none">*planning, designing, implementation, and monitoring of instruction*effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students*evidence of the use of instructional strategies that include the use of developmentally, linguistically, and culturally appropriate learning activities, materials, and resources that include all students	<p>Teacher candidate post-reflection has missing items regarding the:</p> <ul style="list-style-type: none">*planning, designing, implementation, and monitoring of instruction*effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students*evidence of the use of instructional strategies that include the use of developmentally, linguistically, and culturally appropriate learning activities, materials, and resources that include all students
--	--	---	---	---