Examples of Assignments: Standard 2: Learning Differences

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

Course Structure

Course Overview

Assessment	Due	Assignment Category	Point Value
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

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

Example Assignments and Rubric

Week 3: Teaching Special Populations

Learning Objectives

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

Activities and Resources

Readings	3.1, 3.2, 3.3
Diverse Learners in the Mainstream Classroom • Ch. 1: Cultural Diversity, pp. 15–30 • Ch. 2: English Language Learners • Ch. 4: Effective Practices for Students with Disabilities in Inclusive Classrooms	
Lecture **View** the "Introduction to Teaching Special Populations" video. **Review** the "Week 3 – Teaching Special Populations" presentation for the lecture as needed.	

Assignments

Assignment: Placement Survey	N/A

To help coordinate efforts with the field supervision coordinator and get the most accurate information, we need to get some information from you.

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:

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: Educational Foundations

Course Structure

Assessment	Due	Assignment Category	Point Value
Week 1			
Discussion: Remembering a Teacher		Discussion	2
Assignment: Being a Good Teacher		Paper	4
Assignment: Teaching Auto-Ethnography		Paper	4
Week 2			
Discussion: Education Reform		Discussion	2
Assignment: Parts of the Curriculum		Paper	4
Assignment: Codes of Power		Paper	4
Assignment: Responsible Pedagogy		Paper	8
Week 3			
Discussion: How People Learn (HPL)		Discussion	2
Assignment: Lesson Plan		Paper	12
Week 4			
Discussion: Educational Objectives		Discussion	2
Assignment: Child Development		Paper	4
Week 5			
Discussion: Managing Behavior		Discussion	2
Assignment: Classroom Management Plan		Paper	8
Week 6			
Discussion: Culturally Responsive Pedagogy		Discussion	2
Assignment: The Trouble with Black Boys		Paper	10
Week 7			
Discussion: Queer Theory		Discussion	2
Assignment: Model Minority		Paper	10
Week 8			
Discussion: Course Reflection		Discussion	2

Total Points

Textbooks

Darling-Hammond, D. & Bransford, J. (2005). Preparing teachers for a changing world: What teachers should learn and be able to do. San Francisco, CA: Jossey-Bass.

ISBN: 978-0787974640

Rose, M. (1995). Possible lives: The promise of public education in America. New York, NY: Penguin Books.

ISBN: 978-0140236170

Example Assignments and Rubrics

Beginning teachers:
1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

Task:

You will develop a classroom management plan that applies the knowledge you gained from the course readings and your own experiences with students. Include your actual plan and a written response that address how you and your plan meet expectations for beginning teachers.

Criteria	4 points Mastery	3 points Proficiency	2 points Cursory	1 points Deficiency
Emotional growth, development and individual responsibility **(x 1)**	Classroom management plan clearly and thoroughly promotes students' emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers	Classroom management plan appropriately promotes students' emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers	Classroom management plan minimally promotes students' emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers	Classroom management plan has inappropriate or missing information to promote students' emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers
Student learning, positive interactions, and diversity **(x 1)**	Classroom management plan clearly and thoroughly creates learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple	Classroom management plan appropriately creates learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive	Classroom management plan minimally creates learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple	Classroom management plan has inappropriate or missing information regarding creating learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple

	perspectives, and are culturally responsive		perspectives, and are culturally responsive	perspectives, and are culturally responsive
Inclusive learning environments **(x 1)**	Classroom management plan clearly and thoroughly establishes, maintains, and monitors inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism	Classroom management plan appropriately establishes, maintains, and monitors inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism	Classroom management plan minimally establishes, maintains, and monitors inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism	Classroom management plan is inappropriate or is missing information to establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism
Resources **(x 1)**	Classroom management plan clearly and thoroughly lists a plan to share resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile	Classroom management plan appropriately lists a plan to share resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile	Classroom minimally lists a plan to share resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile	Classroom management plan lists a plan that may be inappropriate or is missing the list to share resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile
Expectations and support for learning **(x 1)**	Classroom management plan clearly maintains high expectations for learning with appropriate support for the full range of students in the classroom	Classroom management plan appropriately maintains high expectations for learning with appropriate support for the full range of students in the classroom	Classroom management plan minimally maintains high expectations for learning with appropriate support for the full range of students in the classroom	Classroom management plan does not show evidence of maintaining high expectations for learning with appropriate support for the full range of students in the classroom
	Classroom management plan clearly establishes and maintains	Classroom management plan appropriately establishes and	Classroom management plan minimally establishes and	Classroom management does not establish and maintain

Positive classroom behavior and interactions (x 1)	clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families	maintains clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families	maintains clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families	clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families

Week 6: Teaching Diverse Learners

Learning Objectives

1. Determine how to approach cultural diversity in a classroom management plan.	CLO6, CLO8

Activities and Resources

Readings	6.1
Preparing Teachers for a Changing World Ch. 7: Teaching Diverse Learners	
Alliant Library Noguera, P. A. (2003). The trouble with Black boys: The role and influence of environmental and cultural factors on the academic performance of African American males. *Urban Education*, 38(4), 431-459.	

Assignments

Discussion: Culturally Responsive Pedagogy	6.1

Respond to the following prompts in the Culturally Responsive Pedagogy discussion forum by Wednesday:

- What is Culturally Responsive Pedagogy?
- What does it have to do with classroom management?

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: The Trouble with Black Boys	6.1

Write a brief response to the following:

- What are your beliefs about boys in the classroom?
- Does it differ in what your beliefs about African American boys are?
- How do you think about them as students? Behaviorally?
- What does Noguera say about their placement in special education classes?
- How does the climate you create foster African American boys' success or failure?
- How does the pedagogy you choose foster African American boys' success or failure?
- How do the choices you make connect with what Noguera states about the educational experience African American boys receive?

Submit your response by Sunday.

Week 7: Teaching Diverse Learners continued

Learning Objectives

1. Determine how to approach cultural diversity in a classroom management plan.	CLO6, CLO8

Activities and Resources

Readings	7.1
Alliant Library Meyer, E. J. (2007). CHAPTER ONE: "But I'm Not Gay": What Straight Teachers Need to Know about Queer Theory. In , *Queering Straight Teachers: Discourse & Identity in Education* (pp. 15-32). Peter Lang Publishing, Inc. Lee, S. J.. (1994). Behind the Model-Minority Stereotype: Voices of High- and Low-Achieving Asian American Students. *Anthropology & Education Quarterly*, 25(4), 413–429.	

Assignments

Discussion: Queer Theory	7.1
Respond to the following prompts in the Queer Theory discussion forum by Wednesday: - What is hegemony? - How does bullying relate to homophobia or perceived difference? - What happens when homophobia is ignored? - How does gender limit students? - How does queer pedagogy change schools? - What three things can you include in your classroom's pedagogy to speak about the LGBT community? **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: Model Minority	7.1
Write a brief response to the following: - What is the stereotype about Asian learners you have heard? - What does Lee say about Asian learners? What is the cause for this outcome?	

- What do Asian-Americans believe?

Submit your response by Sunday.

Course: Psycho-Educational Development of Diverse Learner Classroom Application

Course Structure

Course Overview

Assignment	Due	Assignment Category	Point Value
Week 1			
Discussion		Discussion	5
Week 1 Challenge for a Professional Teacher		Challenge	1
Week 2			
Discussion		Discussion	5
Week 2 Challenge for a Professional Teacher		Challenge	1
Week 3			
Discussion		Discussion	5
Week 3 Challenge for a Professional Teacher		Challenge	1
Course Project Component 1: Project Plan		Course Project	7
Week 4			
Discussion		Discussion	5
Week 4 Challenge for a Professional Teacher		Challenge	1
Course Project Component 2: Identify the Theorist		Course Project	7
Week 5			
Discussion		Discussion	5
Week 5 Challenge for a Professional Teacher		Challenge	1
Component 3: Structured Experiences and Assessments		Course Project	7
Week 6			
Discussion		Discussion	5
Week 6 Challenge for a Professional Teacher		Challenge	1
Component 4: Draft Course Project for Instructor's Review		Course Project	7
Week 7			
Week 7 Challenge for a Professional Teacher		Challenge	1
Component 5: Critiques		Course Project	7
Peer Project Critique		Peer Project Critique	9
Week 8			
Discussion		Discussion	5
Week 8 Challenge for a Professional Teacher		Challenge	1
Component 6: Final Course Project		Course Project	12

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

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.

- **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:
    o   Helping Children Learn to Share
    o   Getting Ready for School
    o   These Kids are So Messy!
    o   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 the area being presented. The information is detailed and thorough	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 in students in the area being presented	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 in students in the area being presented. The information is not detailed or there is one or more components missing	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. More than one of the components is missing or the information is limited
Experiences or lessons within the website or presentation **(x 2)**	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 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	Two experiences or lessons are clearly provided on the website or presentation that assists parents in supporting their child in learning a new skill 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	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
	Website or presentation contains a clear and thorough	Website or presentation contains a resource page or	Website or presentation contains a resource page or	Website or presentation contains a resource page or

Resources (x .5)	resource page or slide(s) that allows access for resources from the community and school. The resource page clearly explains and includes an option for collaboration, co-teaching, coaching, and/or networking	slide(s) that allows access for resources from the community and school. The resource page explains and includes an option for collaboration, co-teaching, coaching, and/or networking	slide(s) that allows some access for resources from the community and school. There may be limited information The resource page may explain and include an option for collaboration, co-teaching, coaching, and/or networking	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 teacher and student will communicate to ensure student participation in learning.	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 student will communicate to ensure student participation in learning.	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 teacher and student will communicate to ensure student participation in learning.	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.

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

Multiple Intelligences

The goal is for students to begin thinking about ways to vary instruction to meet the needs of all their learners. By sharing their ideas, they build their repertoire of ideas on how to differentiate instruction.

Discussion Post #3: Multiple Intelligences	CLO1: Describe instructional strategies that maximize the involvement and provide support to all students.

We all have our strengths and weaknesses in different areas. This brief article explains what multiple intelligences are and how we can integrate that understanding into our practices to meet the needs of different students. By varying the way we ask students to access and demonstrate their understanding, we can meet the needs of different learners.

The goal of this discussion is to broaden our repertoire of ways to integrate multiple intelligences into our presentation and assessment of student learning across all content areas. Do some research on how to incorporate multiple intelligences into a content area where you wouldn't expect to find them. For example, a math class would mostly deal with problems that favor those with logical-mathematical intelligences. But, how could you highlight different intelligences in a math class? One example would be having students create a song to help them memorize the Quadratic Equation.

(1) Read the article on Edutopia, "Multiple Intelligences: What Does the Research Say?" using the link provided.
    LINK: http://www.edutopia.org/multiple-intelligences-research?gclid=CJjru8-9us8CFUFrfgodeucDGg

(2) Title your discussion post as "Access/Demonstrate, Intelligence(s) Type, Content, Grade" *(e.g. "Demonstrate, Musical, Math, High School" would describe a strategy in which students access math content through a strategy that highlights musical intelligence.)*

(3) In your post, describe a strategy or lesson that could be used in the content area/grade level you teach that would integrate multiple intelligences where you wouldn't expect them. *(Student teachers modification: Use the content area/grade level you plan to teach.)*
    - Summarize the strategy or lesson used for students to access the content or for students to demonstrate their understanding
    - Explain how it incorporates one or more intelligence into a content area where it wouldn't typically be seen
    - Provide a hyperlink to any resources you found

(4) Respond to at least two of your peer's posts. It could be a connection, a question, a suggestion, or other meaningful contribution. Your response should be a minimum of 2-3 sentences.

Differentiated Learning

The goal is for students to begin thinking about ways to vary instruction to meet the needs of all their learners. By sharing their ideas, they build their repertoire of ideas on how to differentiate instruction.

Discussion Post #5: Differentiation Resources	CLO1: Describe instructional strategies that maximize the involvement and provide support to all students.

There are many, many resources for how to meet the needs of diverse learners. The goal of this discussion is to share resources and broaden our repertoire of strategies that work with different special populations.

(1) Look through the resources provided below or find one that meets a need you have.
- Larry Ferlazzo Blog: A collection of many different websites that provide differentiation strategies. Pick one of the links to explore. LINK: http://larryferlazzo.edublogs.org/2012/01/09/the-best-resources-on-differentiating-instruction/
- Teaching Channel video collection on differentiation: A collection of videos demonstrating differentiation in a variety of setting. Pick one of the videos to watch. LINK: https://www.teachingchannel.org/videos?page=1&categories=topics_differentiation&load=1

(2) Title your discussion post as "Resource Name"

(3) In your post,
- Summarize the resource/strategy
- Describe what student population is serves and how it meets their needs.
- Discuss how this would or wouldn't work with your student population.
- Be sure to embed a working hyperlink to the resource you found so others can readily access it.

(4) Respond to at least two of your peer's posts. It could be a connection, a question, a suggestion, or other meaningful contribution. Your response should be a minimum of 2-3 sentences.

The goal is to have a way for students to share with a small group. The work will only be visible to those within assigned peer group. The peer groups should be 3-4 students grouped along content areas and/or age groupings. The sharing of the artifacts is designed to force students to try to effect change in their classrooms and reflect on the process.

Discussion Post #6: Differentiation Summary and Artifact Sharing	**CLO3:** Analyze the effectiveness of integrating differentiation strategies into a lesson.

This is an opportunity to think more critically about the implementation of your differentiation strategies, get peer feedback and suggestions on your differentiation. You should have taught the lesson integrating your differentiation strategies and collected artifacts from the lesson (*e.g.* written assignment, videos of students doing an activity, photos of projects, etc.) that show students demonstrating knowledge to share with peers in upcoming weeks.

Your **Differentiation Summary** should include:

1) Title your discussion as "Content Area/Grade Level"
2) **Summarize your lesson:** Summarize the lesson you taught to students
3) **Summarize ELL strategies:** Cite some of the strategies you used to support language needs of your ELL focus student. Share your observations of how the lesson (as evidenced by the work) did or did not meet their needs.
4) **Summarize SN strategies:** Cite some of the strategies you used to support academic needs of your SN focus student. Share your observations of how the lesson (as evidenced by the work) did or did not meet their needs.

Focus students' work to support your submission. Submit artifacts to clearly show others how the two focus students demonstrated their understanding. Examples may include videos (or links to videos) showing them talking or performing, electronic copies of written work, or another method to share their work. (**Note:** Please do not use names or other identifying information when sharing the artifacts.)

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

Course Structure

Course Overview

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
Pre-reflection paragraph **(x .5)**	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	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	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	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
Lesson plan created by teacher candidate **(x 2)**	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 adaptions of subject matter, curriculum, organization, and planning to support all students including EL and SPED in the least restrictive environment	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	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	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

Post-reflection analysis (x 1.5)	Teacher candidate post-reflection is clear, thorough, and detailed regarding the: *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	Teacher candidate post-reflection has accurate detail regarding the: *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	Teacher candidate post-reflection is minimally detailed regarding the: *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	Teacher candidate post-reflection has missing items regarding the: *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

Course: Grading and Goal Setting (Seminar)

Course Structure

Course Overview

Assessment	Due	Assignment Category	Point Value
Module One: Weeks 1–3: Planning Segment			
Assignment: Introduction to Assessment Types	End of Week 1	Planning Segment	3
Discussion: Case for Assessment	End of Week 1	Planning Segment	7
Assignment: Week 2 Reading Guide	End of Week 2	Planning Segment	3
Discussion: Fair Isn't Always Equal	End of Week 2	Planning Segment	7
Assignment: Week 3 Reading Guide	End of Week 3	Planning Segment	3
Discussion: Assessments and English Language Learners	End of Week 3	Planning Segment	7
Module Two: Weeks 4–5: Teaching Segment			
Discussion: Tools & Resources	End of Week 4	Teaching Segment	7
Assignment: eJournal #1–Cycle of Inquiry	End of Week 4	Teaching Segment	3
Assignment: Data Driven Instruction	End of Week 5	Teaching Segment	17
Assignment: eJournal #2–Data Driven Instruction Reflection	End of Week 5	Teaching Segment	3
Module Three: Weeks 6–7: Analysis Segment			
Assignment: eJournal #3–ELL Needs	End of Week 6	Analysis Segment	3
Assignment: eJournal #4–SN Needs	End of Week 6	Analysis Segment	3
Discussion: Data Driven Instruction Share-Out	End of Week 6	Analysis Segment	17
Discussion: Smarter & Balanced Assessment	End of Week 7	Analysis Segment	7
Module Four: Week 8: Reflection Segment		End of Week 7	
Discussion: Too Much Testing?	End of Week 8	Reflection Segment	7
Assignment: eJournal #5–Perspective Shifts	End of Week 8	Reflection Segment	3
Total Points			**100**

Textbook

Lemov, Doug. (2015). Teach Like A Champion 2.0. (2nd Edition). San Francisco, CA: Jossey-Bass.

ISBN: 978-1-118-90185-4

Example Assignment

Discussion: Fair Isn't Always Equal	1.3
In Rick Wormelli's book, *Fair Isn't Always Equal: Assessing & Grading in the Differentiated Classroom*, he discusses various ways to differentiate grading and assessments to make them more equitable to learners with different needs. Wormelli and his publishers have summarized most of these ideas in a series of short videos. **View** the "Rick Wormeli: Introduction to Assessment and Grading in the Differentiated Classroom" video [1:03] from YouTube. **Select** two of the following videos to view from YouTube: • "Rick Wormeli: Standards-Based Grading" [8:42] • "Rick Wormeli: On Late Work" [7:47] • "Rick Wormeli: How Much Should Homework Count?" [7:00] • "Rick Wormeli: Formative and Summative Assessment" [4:48] • "Rick Wormeli: School Leaders Working With Faculty" [6:10] • "Rick Wormeli: Redos, Retakes, and Do-Overs, Part One" [8:33] • "Rick Wormeli: Redos, Retakes, and Do-Overs, Part Two" [8:31] • "Rick Wormeli: Gradebooks" [7:07]	

- "Rick Wormeli: Defining Mastery" [4:25]

Respond to the following prompts, in two-to three-sentences, in the Fair Isn't Always Equal discussion forum by Wednesday of Week 2:

- Summarize what Wormeli discusses from the two videos you selected.
- Connect his ideas to your own classroom practices.
- Which elements of assessment discussed would or would not work for your classroom setting? Why?

Note. Student Teacher Modification: Make connections to either things you have observed in your classroom placements or with the grade level and content area you intend to teach.

Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday of Week 2. It could be a connection, an inquiry, or other meaningful contribution. If possible, respond to posts that have not yet received feedback from a classmate.