Faculty Instructional Guide
EDU62280: Content Knowledge & Instructional Practice I: Secondary Methods

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.

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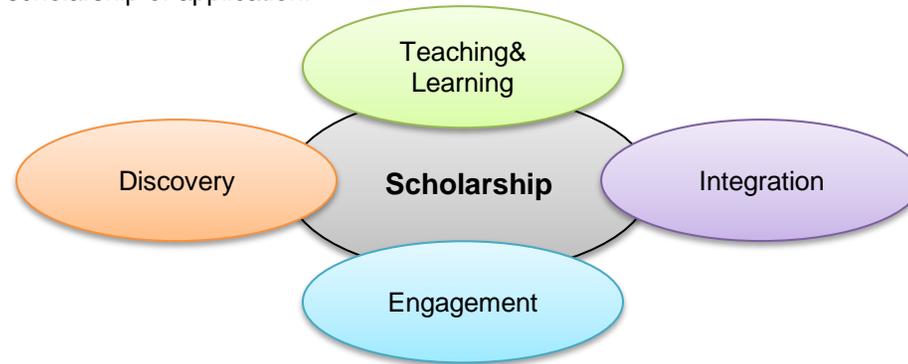
Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

  Discovery - generating new and unique knowledge;
  Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;
  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.

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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

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- **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: https://www.ctc.ca.gov/educator-prep/stds-prep-program

Course Description

Secondary Methods explores the concerns common to secondary instruction: classroom management, instructional planning, assessment planning, differentiated instruction, and integrating technology into instruction. You will apply your State's Framework and the Common Core State Standards (CCSS) to design a unit, with accompanying lesson plans, to create a safe learning environment that promotes student growth. You will develop the ability to plan multi-faceted instruction within your specific content area that is appropriate to the developmental characteristics and learning styles of diverse students. Your unit of instruction will demonstrate blended-learning principles of personalized learning and balance online and classroom-based experiences. Emphasis will be placed on the integration of technological resources specific to your content areas.

Professional Standards Alignment

California School of Education (CSOE)				
CLO	Program Outcome	InTASC	ISTE	TPE's
CLO1: Apply the Teacher Performance Expectations (TPEs) effectively to decision making in teaching.	PO1	Standards 4 & 5	Standard 2	TPE3
CLO2: Analyze the importance of aligning lessons, assessments and evaluations to the state standards.	PO1	Standards 4 & 5	Standard 2	TPE3

CLO3: Determine methods to effectively use formative assessment and summative evaluation as a diagnostic tool to inform planning and instruction.	PO1	Standard 6	Standard 2	TPE5
CLO4: Apply methods of co-teaching models for special needs students in the general education setting.	PO1	Standards 7 & 8	Standards 1 & 2	TPE4
CLO5: Apply principals of differentiation across a unit design and within lessons to meet the diverse needs of students.	PO1	Standards 7 & 8	Standards 1 & 2	TPE4
CLO6: Integrate technology tools to support student learning within unit and lesson plans.	PO1	Standards 4, 5, 7, & 8	Standards 1 & 2	TPE3, TPE4

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

Karten, T. J. & Murawski, W. W. (2020). *Co-teaching do's, don't's, and do betters*. ASCD.

    ISBN: 9781416629184

Kolb, L. (2017). *Learning first, technology second: The educator's guide to designing authentic lessons*. International Society for Technology in Education.

    ISBN: 9781564843890

Reeves, A. R. (2011). *Where great teaching begins: Planning for student thinking and learning*. ASCD.

    ISBN: 9781416614272

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World Economic Forum. (2016). New vision for education: fostering social and emotional learning through technology. Geneva, Switzerland: World Economic Forum. Retrieved from http://hdl.voced.edu.au/10707/443447.

Partnership for 21st Century Skills from the California Department of Education.

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 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 da ta, 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

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: Development Process of a Unit

Create a visual representation for the development process of a unit and accompanying lesson plans. Utilize a technology tool to display your visual representation. Possible deliverables could be a visual board or infographic using Canva or a website through Google or Weebly.

Identify the points in the process where you would collaborate with a colleague on content and assessment.

Submit a link to your visual representation by Sunday.

Note. This would be a good assignment to include in your IDP.

Signature Assignment Rubric

	Exceeds Requirements 100%	Meets Requirements 75%	Approaches Requirements 68%	Below Requirements 35%
Elements 25 points	Addresses the key elements required and goes beyond the parameters of the assignment.	Addresses the key elements required and meets the parameters of the assignment.	Attempts to address the key elements required and meets the parameters of the assignment.	Attempts to address a few of the key elements required but is missing information.

Structure 100 points	Organized well, follows a logical structure, and transitions well. All content presented are coherent and clearly states points.	Organized logically and flows smoothly. Content presented are coherent, transitions well, and points are clearly stated. Only a few areas seem disconnected and vague.	Organized logically and flows smoothly. Most content presented is coherent, transitions need more development, and points are clearly stated. Only a few areas seem disconnected and vague.	Shows some organizational structure, however not all parts are cohesive. Some areas are difficult to follow and lack development.
Grammar & Spelling 50 points	Follows proper structure, grammar, and spelling. Little to no errors throughout the entire presentation.	Follows proper structure, grammar, and spelling. Few errors are shown.	Contains a few errors in structure, grammar, and spelling. Few errors are shown.	Follows some proper structure, grammar, and spelling but contains enough errors to distract the viewer.
References 50 points	Content is thoroughly researched; sources are documented and provides a comprehensive reference section with no errors.	Content is thoroughly researched; sources are documented and provides a comprehensive reference section with minimal errors.	Content is researched, may cite sources, provides a general reference section.	Limited evidence of research beyond the textbook, few or no sources are cited.
Format 25 points	Conforms to APA standards with no errors.	Conforms to APA standards with very few or no errors.	Conforms to APA standards with some errors.	Contains several errors and does not conform to APA guidelines.
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)				
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	This level is achieved if the student earns a 72% or less on the assessment.

			79% and 73% 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
Assignment	20
Unit Plan	30
Signature Assignment	30

Course Assessments

Assessment	Due	Assignment Category	Point Value
Week 1			
Discussion: Introductions		Discussion	40
Assignment: A Day in the Life of Secondary Students		Assignment	40
Week 2			
Discussion: Lesson Planning & Classroom Management		Discussion	40
Assignment: Classroom Management Plan		Assignment	40
Week 3			
Discussion: Communicating Learning Objectives		Discussion	40
Assignment: Unit Plan Overview		Unit Plan	50

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Week 4		
Discussion: District, County & State Resources	Discussion	40
Assignment: Lesson Plan #1	Unit Plan	50
Week 5		
Discussion: Assessment	Discussion	40
Assignment: Lesson Plan #2	Unit Plan	50
Week 6		
Discussion: Peer Review	Unit Plan	50
Assignment: Lesson Plan #3	Unit Plan	50
Week 7		
Discussion: EdTech	Discussion	40
Discussion: Remote Learning	Discussion	40
Week 8		
Discussion: Collaborate with Colleagues	Discussion	40
Assignment: Unit Plan	Unit Plan	100
Signature Assignment: Development Process of a Unit	Signature Assignment	250
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: Secondary Students

Learning Objectives

1.1 Analyze the impact of internal school culture and the external community culture on the secondary student learning experience.	CLO 1
1.2 Determine the importance of getting to know your student's assets and needs to effectively plan learning.	CLO 1
1.3 Explain how knowledge of brain development in adolescents can help inform learning experiences and classroom management.	CLO 1
1.4 Distinguish between differentiation, accommodations and modifications.	CLO 1

Activities and Resources

Readings	1.1, 1.2, 1.3, 1.4
Where Great Teaching Begins Ch. 1: Instructional Design: Who and What Is It For?	
Online Resources **Read** TPE's 1 & 2 from: California Commission on Teacher Credentialing. 2016. *California Teaching Performance Expectations*. Commission on Teacher Credentialing. Strauss, V. 2014. *Teacher spends two days as a student and is shocked at what she learns*. The Washington Post. **View** the following videos from YouTube: • "How does knowing your students change the way you teach?" [3:01]. • "The Power of a Teacher | Adam Saenz | TEDxYale" [18:28].	
Alliant Library	

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Fisher, D., & Frey, N. (2019). [Do You Remember Me? Great teachers—those whom kids remember—invite students into learning](). *Educational Leadership*, 77(1), 86–87.

Fisher, D., & Frey, N. (2019). ["There Was This Teacher . . ." Student-teacher relationships are critical--and must be cultivated](). *Educational Leadership*, 76(8), 82–83.

Tomlinson, C. A. (2019). [Being a Guiding Light Teens Need: Adolescence is a sea of uncertainty, but teachers can help navigate it](). *Educational Leadership*, 76(8), 88–89.

Tomlinson, C. A. (2017). [Recognizing Personal Quests: Students strive to be both unique and part of the group](). *Educational Leadership*, 74(7), 88–89.

Tell Me About: [Tell us about your best-kept classroom management secret](). (2018). *Educational Leadership*, 76(1), 92–93.

Assignments

Discussion: Introductions	1.1, 1.2

Respond to the following prompts in the Introductions discussion forum by Wednesday:

- Why did you decide to become a secondary educator?
- What would you consider to be one of your assets as a member of a school culture, leader in a classroom, or learner in this course?
- What is one thing you would like to come away with in this course?
- How does building a sense of community impact the culture of a classroom? Include references and citations in your response.

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: A Day in the Life of Secondary Students	1.2, 1.3, 1.4

Refer to the Washington Post article from this week's learning resources.

Write a one-to two-page reflection on getting to know your students and a day in the life of secondary students.

Consider the following in your reflection:

- Why is it so important to know your students and their backgrounds?
- Given what you read and knowing the why behind getting to know students, what will you do to ensure students are excited to learn when they

come to your class?
- Given what you know about the typical day of a student, why is it important to understand the brain development in adolescents and the importance using varied instructional approaches?

Include references and citations consistent with APA style guidelines.

Submit your reflection as a Word document by Sunday.

Week 2: Classroom Management

Learning Objectives

2.1 Determine how you will establish clear behavioral and learning expectations to foster a positive learning environment.	CLO 1, 5
2.2 Analyze how the effective use of a student-centered teaching approach can promote a positive learning environment.	CLO 1, 2, 5

Activities and Resources

Readings	2.1, 2.2
Alliant Library Tomlinson, C. A. (2018). Owning the Classroom Together: Ask students how they can create a classroom that works for everyone. *Educational Leadership*, 76(1), 88–89. Toshalis, E. (2015). 5 Practices That Provoke MISBEHAVIOR. *Educational Leadership*, 73(2), 34–40. Rappaport, N., & Minahan, J. (2012). Cracking the Behavior Code. *Educational Leadership*, 70(2), 18–25. Dillon, R. (2018). ROOM FOR IMPROVEMENT: Becoming more intentional about classroom design can help teachers manage behavior, build community, and improve learning. *Educational Leadership*, 76(1), 40–45.	
Online Resources Terada, Y. (2019). 8 Proactive Classroom Management Tips. *Edutopia*. **View** the following videos from YouTube: • "Fostering Belonging With Classroom Norms" [3:31]. • "The Power of Relationships in Schools" [3:40]. • "Making Connections With Greetings at the Door" [2:44].	

Assignments

Discussion: Lesson Planning & Classroom Management	2.2

Respond to the following prompts in the Lesson Planning & Classroom Management discussion forum by Wednesday:

- How might a student-centered teaching approach alleviate behavior issues within the instructional setting and foster a positive learning environment?
- How do you envision this looking like in your classroom?

Include references and citations 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: Classroom Management Plan	2.1

Identify five expectations you have of yourself and your classmates regarding conduct in this classroom.

Include a corresponding image that depicts each expectation.

Post your expectations and images on the Padlet Wall link shared by your course instructor in the announcements section of this course by *Friday*.

Review the expectations shared by your classmates.

Write a one-to two-page reflection of this activity:

- How might you conduct a similar activity when you have your own classroom?
- How will you create your classroom management plan and communicate expectations to your students?
- How will you give students an opportunity to process the expectations and understand what they look like within the context of their classroom?

Include references and citations consistent with APA style guidelines.

Submit your reflection as a Word document by *Sunday*.

Faculty Note.

Create a Padlet wall for students to post their expectations.

View the "Learn Padlet - NEW! Tutorial" video [13:43] to learn how to use this tool.

Note. For each section you teach, you will want to create a new wall. It is strongly recommended that you customize the URL so you can better track which section course the link belongs to. You can re-use a wall each term if you remember to "Clear all posts" from the wall.

Share a link to the Padlet Wall in an announcement. Use the Copy link to this Padlet option from the Padlet site.

Once the assignment is complete, it is recommended that you save the Wall as a PDF and share the PDF in an announcement with the class. In the text for the announcement, identify the expectations for this course extrapolated from the

Week 3: Objectives & Learning Focused Instruction

Learning Objectives

3.1 Analyze the content standards related to your field of study.	CLO2
3.2 Analyze various strategies for writing effective student-centered learning objectives.	CLO2
3.3 Determine methods for communicating and measuring learning objectives with your students.	CLO2

Activities and Resources

Readings	3.1, 3.2, 3.3
Where Great Teaching Begins • Ch. 3: A Closer Look at the Language of Objectives • Ch. 5: Checking the Validity of Objectives	
Online Resource Content Standards from the California State Board of Education. **Note**. If you are seeking certification on another state, look up your states Content Standards.	

Assignments

Discussion: Communicating Learning Objectives	3.3
When driving to a destination, one needs to know where they are going so that it can be determined which roads to take. Similarly, it is important for students to know the learning objectives of a lesson so that they understand what they need to learn, listen for, and make meaning out of. **Respond** to the following prompts in the Communicating Learning Objectives discussion forum by Wednesday: • How will you communicate content area learning objectives with your students during and throughout each lesson? • How will you measure understanding of content area learning objectives during and throughout each lesson?	

Include references and citations 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: Unit Plan Overview	3.1, 3.2

Between now and the end of the term, you will complete a comprehensive unit plan in your subject area. To begin planning your unit, it is important to know how to unpack a state standard and conduct a task analysis in order to identify what students need to Know, Understand, and be able to Do (KUDs).

Select a content standard or strand from your area of certification.

Unpack the standard, starting with the big part and working backwards to the smallest skills.

Identify which skills are prerequisite – student should come with these skills, and which skills will need to be taught.

Complete the CSOE Unit Plan Overview template based on that content standard.

Note. During the next three weeks, you will fully develop three of the lessons identified in the CSOE Unit Plan Overview template. The objectives you create in the CSOE Unit Plan Overview template should align with the state content standard being taught.

Include references and citations consistent with APA style guidelines.

Submit the complete template by Sunday.

Week 4: Curriculum Design

Learning Objectives

4.1 Analyze the student–centered approach to designing learning experiences.	CLO1
4.2 Interpret your strategic approach to implementing the districts or school's curriculum.	CLO1
4.3 Determine how to manage learning experiences to meet learning goals.	CLO1, CLO2

Activities and Resources

Readings	4.1, 4.2, 4.3
Where Great Teaching Begins Ch. 2: Objectives as the Foundation for Learning-Focused Instruction	

Online Resources **Read** TPE's 3 & 4 from: California Commission on Teacher Credentialing. 2016. *California Teaching Performance Expectations*. Commission on Teacher Credentialing. MacKenzie, T. (2018). Four Inquiry Qualities At The Heart of Student-Centered Teaching. *MindShift* from KQED News. **Explore** the following websites: • Teaching and Learning website from the California Department of Education. • Project-Based Learning website from Edutopia. **View** the following videos from YouTube: • "Student-Centered Learning: Building Agency and Engagementv" [5:39]. • "A Student-Centered Model of Blended Learning" [5:48].

Assignments

Discussion: District, County & State Resources	4.2

As a teacher, you will need to identify and implement district curriculum, pacing guides, state-adopted standards, etc.

Research the CDE website, county office websites, and your local district for resources such as curriculum, pacing guides and adopted textbooks.

Respond to the following prompts in the District, County & State Resources discussion forum by Wednesday:

- What resources are available to teachers within your content area? Identify two resources specific to your content area and two that can be used across content areas. Share links if possible.
- How might you use the resources you identified?

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: Lesson Plan #1	4.1, 4.3

Select one of the lesson titles you identified in your CSOE Unit Plan Overview from Week 3.

Develop a lesson plan for that title using the CSOE Lesson Plan template, keeping a student-centered approach in mind.

Highlight, in yellow, the details in your lesson where students are actively interacting with the content in some way.

Note. As you develop this lesson plan, ask yourself whether there is enough detailed information for anyone to pick up the lesson and teach it.

Include references and citations consistent with APA style guidelines.

Submit the completed CSOE Lesson Plan template by Sunday.

Week 5: Student Assessment & Analysis

Learning Objectives

5.1 Interpret the appropriate placement of pre-assessment, formative assessment and summative evaluation throughout a Unit.	CLO2, CLO3
5.2 Determine how to use assessment data to modify instruction.	CLO2, CLO3
5.3 Determine how to co-plan and implement assessments with the education specialist.	CLO3, CLO4
5.4 Interpret the role of differentiation in assessment.	CLO3, CLO4, CLO5

Activities and Resources

Readings	5.1, 5.2, 5.3, 5.4
Where Great Teaching Begins Ch. 7: Developing Assessments	
Co-teaching Do's, Don't's, and Do Betters • Ch. 1: The Co-Teaching Spokes and Inclusive Principles: The Do's, Don'ts, and Do Betters of a Co-Teaching Environment • Ch. 3: Planning for Instruction and Assessment: The Do's, Don'ts, and Do Betters When Planning	
Alliant Library Guskey, T. R. (2018). Does Pre-Assessment Work? Educators must understand the purpose, form, and content of pre-assessments to reap their potential benefits. *Educational Leadership*, 75(5), 52–57. Dobbertin, C. B. (2012). "Just How I Need to Learn It." *Educational Leadership*, 69(5), 66–70.	
Online Resources **Read** TPE 5 from: California Commission on Teacher Credentialing. 2016. *California Teaching Performance Expectations*. Commission on Teacher Credentialing.	

Dyer, K. (2018). 3 Ways Formative Assessment Supports Students (and Teachers) in the Classroom. *NWEA*.

Explore the Assessment website from Edutopia.

View the following videos from YouTube:

- "Rick Wormeli: Formative and Summative Assessment" [4:48].
- "Special Education Teachers" [6:22].

Assignments

Discussion: Assessment	5.2, 5.4

Share one assessment or evaluation from the lesson plan you created in Week 4.

Respond to the following prompts in the Assessment discussion forum by Wednesday:

- What data will you be looking for as students complete this assessment?
- How will this assessment determine whether students are meeting the learning objectives?
- What will you do if a student does not demonstrate their learning through this assessment?
- How will you differentiate the assessment based on students' needs and abilities?

Include references and citations 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: Lesson Plan #2	5.1, 5.3, 5.4

Select one of the lesson titles you identified in your CSOE Unit Plan Overview from Week 3. This should be a different title than the one you selected in Week 4.

Develop a lesson plan for that title using the CSOE Lesson Plan template, keeping a student-centered approach in mind.

Highlight, in yellow, the portions of the lesson plan that show where you are measuring student learning. Recall that a teacher should always assess student learning throughout a lesson so instruction can be adjusted as needed.

Reflect on the following prompt in the Pre-Lesson Reflection portion of the lesson plan template: How will you collaborate with special educators to ensure students with special needs are able to demonstrate their knowledge?

Note. As you develop this lesson plan, ask yourself whether there is enough detailed information for anyone to pick up the lesson and teach it.

Include references and citations consistent with APA style guidelines.

Submit the completed CSOE Lesson Plan template by Sunday.

Week 6: Designing Learning Activities

Learning Objectives

6.1 Analyze how to design learning activities to support state content standards and incorporate student's funds of knowledge.	CLO1, CLO5
6.2 Determine how to scaffold learning activities that will engage higher order thinking skills.	CLO4, CLO5
6.3 Analyze how to effectively sequence unit and lesson plans.	CLO1, CLO2
6.4 Identify technology tools and resources to support learning activities.	CLO6
6.5 Determine when it is appropriate to co-plan unit and lesson plans with colleagues.	CLO4

Activities and Resources

Readings	6.1, 6.2, 6.3, 6.4, 6.5
Where Great Teaching Begins • Ch. 9: Designing Learning Activities • Ch. 10: Creating Plans for Learning	
Co-teaching Do's, Don't's, and Do Betters Ch. 4: Collaborative Teaching in Action: The Do's, Don'ts, and Do Betters When Actually Teaching	
Learning First, Technology Second Ch. 10: Evaluating Software for Learning	
Online Resources Grafwallner, P. (2017). What I've Learned From Special Ed Teachers. *Edutopia.* Kampen, M. (2019). 36 Teaching Strategies to Try in 2020. *Prodigy.*	

Cummins, K. (2020). Higher order thinking skills for students and teachers. *Innovative Teaching Ideas*.

Five Standards of Effective Pedagogy from Teaching Tolerance.

Explore the PBL Works website.

View the following videos from YouTube:

- "Differentiating Instruction: How to Plan Your Lessons" [3:24].
- "What is Universal Design for Learning (UDL)?" [2:52].

Assignments

Discussion: Peer Review	6.1, 6.2, 6.3, 6.4

Share your Unit Overview Plan the lesson plans you created in Weeks 4 and 5 by Wednesday.

Conduct a peer review on a classmate's unit overview and lesson plans. Use the Unit Plan rubric and Lesson Plan rubric as a guide to conduct your peer review.

Identify, in a reply, which classmate you will conduct the peer review for by Thursday. Do not select a classmate for peer review that already has a response.

Post your peer review by Sunday.

Assignment: Lesson Plan #3	6.1, 6.2, 6.3, 6.4

Select one of the lesson titles you identified in your CSOE Unit Plan Overview from Week 3. This should be a different title than the ones you selected in Weeks 4 & 5.

Develop a lesson plan for that title using the CSOE Lesson Plan template, keeping a student-centered approach in mind.

Highlight, in yellow, the portions of the lesson plan that show where technology tools and resources are utilized to support learning activities and where collaboration will occur to support student learning.

Reflect on the following prompt in the Pre-Lesson Reflection portion of the lesson plan template: How will you collaborate with colleagues to support student learning?

Note. As you develop this lesson plan, ask yourself whether there is enough detailed information for anyone to pick up the lesson and teach it.

Include references and citations consistent with APA style guidelines.

Submit the completed CSOE Lesson Plan template by Sunday.

Week 7: Using Technology to Support Student Learning

Learning Objectives

7.1 Analyze the benefits and challenges of various Educational Technologies supported by your school or district.	CLO6
7.2 Determine the effective use of technology as an instructional strategy to promote learning.	CLO1, CLO2, CLO3, CLO5, CLO6

Activities and Resources

Readings	7.1, 7.2

Learning First, Technology Second   • Ch. 1: What We Know About Technology Integration   • Ch. 4: Defining Engagement   • Ch. 5: Defining Enhancement   • Ch. 6: Defining Extension
Online Resources   Lieberman, M. (2020). COVID-19 & Remote Learning: How to Make It Work. *EducationWeek*.   **Explore** the following webpages: • EdTech Tools from Common Sense Education.   • Technology Integration from Edutopia.   • The New EdTech Classroom from YouTube.   **View** the following videos from YouTube: • "Building Remote Learning Relationships" [5:12].   • "Distance Learning with Common Sense: Low- and No-Tech Resources For All Learners" [22:47].

Assignments

Discussion: EdTech	7.2
Respond to the following prompts in the EdTech discussion forum by Wednesday: • Highlight two technology tools you used in the Lesson plans created for this course. • How did you use these tools to promote learning either through engagement, enhancement or extension? • What would you like to further explore around the use of technology? **Include** references and citations 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.	

Discussion: Remote Learning	7.1, 7.2
Respond to the following prompts in the Remote Learning discussion forum by Friday: • What strategies would you use to keep students engaged? • How will you assess student understanding of the concept being presented? • Would you use technology tools differently if you were in a virtual setting versus an in-person setting? Why or why not? **Include** references and citations 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.	

Week 8: Collaborating with Colleagues

Learning Objectives

8.1 Determine the impact of co-teaching on the learning environment.	CLO1, CLO4, CLO5
8.2 Determine effective methods for collaborating with colleagues to enhance the student learning experience.	CLO1, CLO5

Activities and Resources

Readings	8.1, 8.2

Co-teaching Do's, Don't's, and Do Betters

- Ch. 2: The Relationship and Collaborative Roles: The Do's, Don'ts, and Do Betters to Guide and Strengthen Co-Teachers
- Ch. 3: Planning for Instruction and Assessment: The Do's, Don'ts, and Do Betters When Planning
- Ch. 5: Academic and Behavioral Co-Teaching Supports and Interventions: The Do's, Don'ts, and Do Betters to Create Strategic Learners
- Ch. 6: Collaborative Reflections, Improvements, and Co-Teaching Celebrations: The Do's, Don'ts, and Do Betters to Move Forward

Online Resources

Camp, J. (2019). What Do School Counselors Do? *Ed100 Blog*.

Guest Blogger. (2012). The Top 10 Ways School Counselors Can Support Teachers. *Ed Homeroom*.

Explore the High-Leverage Practices for Students with Disabilities website.

View the following videos from YouTube:

- "Time Matters: Teacher Collaboration for Learning and Leading" [13:46].
- "Collaborating for English Learners" [2:01].

Assignments

Discussion: Collaborate with Colleagues	8.1, 8.2

Respond to the following prompts in the Collaborate with Colleagues discussion forum by Wednesday:

- What is the impact you want to have on your students?
- Who do you need to collaborate with to support your desired impact?
- How will you collaborate with your colleagues to accomplish this?

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: Unit Plan	COURSE

Review instructor and peer feedback from the following assignments:

- Unit Plan Overview
- Lesson Plan #1
- Lesson Plan #2
- Lesson Plan #3

Revise and edit the assignments as needed from the feedback.

Compile the four components into one Word document.

Submit the components by Friday.

Signature Assignment: Development Process of a Unit	COURSE

Create a visual representation for the development process of a unit and accompanying lesson plans. Utilize a technology tool to display your visual representation. Possible deliverables could be a visual board or infographic using Canva or a website through Google or Weebly.

Identify the points in the process where you would collaborate with a colleague on content and assessment.

Submit a link to your visual representation by Sunday.

Note. This would be a good assignment to include in your IDP.

Rubrics

Discussion Rubric

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Initial Response to the Forum Topic 20 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 20 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.

Discussion Rubric–Peer Review

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Use of Lesson Plan Rubric 35 points	Thoughtful feedback included all levels of the Lesson Plan Rubric and will result in a substantive improvement in the work if implemented.	Thoughtful feedback missed one or two levels of the Lesson Plan Rubric. 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 Lesson Plan Rubric.
Use of Unit Overview Rubric 15 points	Thoughtful feedback included all levels of the Unit Overview Rubric and will result in a substantive improvement in the work if implemented.	Thoughtful feedback missed one or two levels of the Unit Overview Rubric. 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 Unit Overview Rubric.

Assignment Rubric–40 Points

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Elements 5 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.

EDU62280: Content Knowledge & Instructional Practice I: Secondary Methods

Application 20 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 10 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 5 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.

Unit Plan Overview

	Meets Requirements 75%	Approaches Requirements 68%	Below Requirements 35%
Grade/Subject Matter/ Unit Title 2 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.
Lesson Titles & Objectives 20 points	Objectives fully support the 'KUD' approach to creating instructional objectives and are clear, specific, measurable and achievable; Written in student friendly language; Aligned to ISTE, State or common core standards; Related to lesson.	Objectives partially support the 'KUD' approach to creating instructional objectives, more specificity needed; Loosely aligned to ISTE, State or common core standards Seems unachievable in one lesson; Wordy or vague.	Objectives do not support the 'KUD' approach to creating instructional objectives, objectives are not aligned to ISTE, State or common core standards; Objective is not related to lesson described.
State or Common Core Standards 10 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.
Assessment 14 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.
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.

EDU62280: Content Knowledge & Instructional Practice I: Secondary Methods

Lesson Plan Rubrics (Weeks 4, 5, & 6)

	Exceeds Requirements 100%	Meets Requirements 75%	Approaches Requirements 68%	Below Requirements 35%
Opening 2 point	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.	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.	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.	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.
Intro to New Material 4 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.	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.	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.	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.
Guided Practice 4 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.	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.	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.	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.
Independent Practice 4 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.	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.	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.	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.
Closing & Homework 4 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; 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; 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; 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; Does not explain whether or not homework will be assigned.
Lesson Reflections 4 points	Lesson reflections are appropriate and relevant to the reflection topic for the week: Week 4: N/A Week 5: How will you collaborate with special educators to ensure students with special needs are able to demonstrate their knowledge? Week 6: How will you collaborate with colleagues to support student learning?	Lesson reflections are appropriate to the reflection topic for the week: Week 4: N/A Week 5: How will you collaborate with special educators to ensure students with special needs are able to demonstrate their knowledge? Week 6: How will you collaborate with colleagues to support student learning?	Lesson reflections are limited or cursory to the reflection topic for the week: Week 4: N/A Week 5: How will you collaborate with special educators to ensure students with special needs are able to demonstrate their knowledge? Week 6: How will you collaborate with colleagues to support student learning?	Lesson reflections are inappropriate or inaccurate to the reflection topic for the week: Week 4: N/A Week 5: How will you collaborate with special educators to ensure students with special needs are able to demonstrate their knowledge? Week 6: How will you collaborate with colleagues to support student learning?
		Meets Requirements 100%	**Approaches Requirements 68%**	**Below Requirements 35%**
Context 2 point		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.
Objective 4 points		Objectives fully support the 'KUD' approach to creating instructional objectives and are clear, specific, measurable and achievable;	Objectives partially support the 'KUD' approach to creating instructional objectives, more specificity needed; Loosely aligned	Objectives do not support the 'KUD' approach to creating instructional objectives, objectives are not aligned to

		Written in student friendly language; Aligned to ISTE, State or common core standards; Related to lesson.	to ISTE, State or common core standards Seems unachievable in one lesson; Wordy or vague.	ISTE, State or common core standards; Objective is not related to lesson described.
Assessment 4 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 2 point		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 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 2 point		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 2 point		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.

Unit Plan

	Meets Requirements 75%	Approaches Requirements 68%	Below Requirements 35%
Grade/Subject Matter/ Unit Title 2 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.
Lesson Titles & Objectives 35 points	Objectives fully support the 'KUD' approach to creating instructional objectives and are clear, specific, measurable and achievable; Written in student friendly language; Aligned to ISTE, State or common core standards; Related to lesson.	Objectives partially support the 'KUD' approach to creating instructional objectives, more specificity needed; Loosely aligned to ISTE, State or common core standards Seems unachievable in one lesson; Wordy or vague.	Objectives do not support the 'KUD' approach to creating instructional objectives, objectives are not aligned to ISTE, State or common core standards; Objective is not related to lesson described.
State or Common Core Standards 20 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.
Assessment 25 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.
References 8 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.
Revisions 10 points	Edits made thoroughly and thoughtfully incorporate instructor and peer feedback.	Edits made incorporate instructor and peer feedback.	Limited evidence that instructor and peer feedback has been incorporated in edits.

Signature Assignment Rubric

	Exceeds Requirements 100%	Meets Requirements 75%	Approaches Requirements 68%	Below Requirements 35%
Elements 25 points	Addresses the key elements required and goes beyond the parameters of the assignment.	Addresses the key elements required and meets the parameters of the assignment.	Attempts to address the key elements required and meets the parameters of the assignment.	Attempts to address a few of the key elements required but is missing information.

Structure 100 points	Organized well, follows a logical structure, and transitions well. All content presented are coherent and clearly states points.	Organized logically and flows smoothly. Content presented are coherent, transitions well, and points are clearly stated. Only a few areas seem disconnected and vague.	Organized logically and flows smoothly. Most content presented is coherent, transitions need more development, and points are clearly stated. Only a few areas seem disconnected and vague.	Shows some organizational structure, however not all parts are cohesive. Some areas are difficult to follow and lack development.
Grammar & Spelling 50 points	Follows proper structure, grammar, and spelling. Little to no errors throughout the entire presentation.	Follows proper structure, grammar, and spelling. Few errors are shown.	Contains a few errors in structure, grammar, and spelling. Few errors are shown.	Follows some proper structure, grammar, and spelling but contains enough errors to distract the viewer.
References 50 points	Content is thoroughly researched; sources are documented and provides a comprehensive reference section with no errors.	Content is thoroughly researched; sources are documented and provides a comprehensive reference section with minimal errors.	Content is researched, may cite sources, provides a general reference section.	Limited evidence of research beyond the textbook, few or no sources are cited.
Format 25 points	Conforms to APA standards with no errors.	Conforms to APA standards with very few or no errors.	Conforms to APA standards with some errors.	Contains several errors and does not conform to APA guidelines.
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)				
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	This level is achieved if the student earns a 72% or less on the assessment.

			79% and 73% on the assessment.	