Faculty Instructional Guide
EDU 62350: Content Knowledge & Instructional Practice I: Elementary 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.

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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
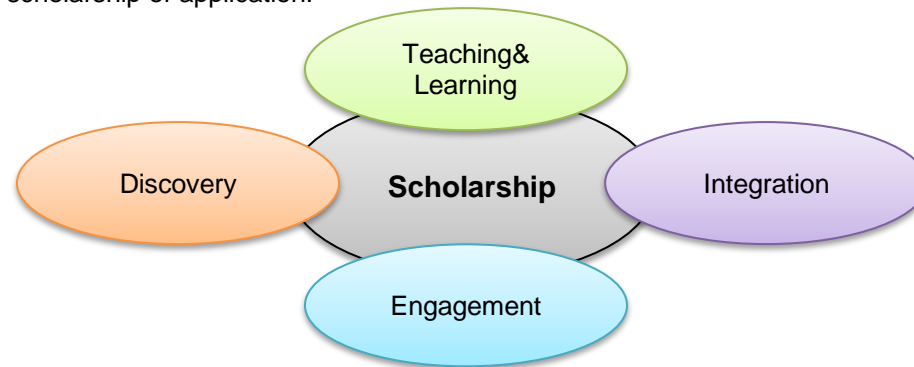**E**= Engagement: Active Learning
A=Application: Theory to Practice
D=Dedication: Inclusive Excellence

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://id.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf

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/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_26

Course Description

The purpose of this course is to provide teacher candidates enrolled in the multiple subject pathway and educational specialist pathway with the methodologies and tools to plan and provide instruction and assessments based on data analysis across multiple subjects. You will develop an understanding of your state mandated professional teaching standards, your content standards and how to work with diverse populations. Emphasis will be placed on strategies for integrating STEM, writing across the curriculum, and co-teaching models to support an inclusive educational environment.

Professional Standards Alignment

California School of Education (CSOE)				
CLO	**Program Outcome**	**InTASC**	**ISTE**	**TPE's**
CLO1: Apply the state mandated professional teaching standards 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: Integrate STEM concepts and writing across the content areas when designing classroom instruction and lesson planning.	PO1	Standards 7 & 8	Standards 1 & 2	TPE4

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CLO4: Determine methods to effectively use assessment as both a diagnostic tool and summative evaluation.	PO1	Standard 6	Standard 2	TPE5
CLO5: Apply methods of co-teaching models for diverse learners in an inclusive educational environment.	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

Burden, P. R. & Byrd, D. M. (2019). *Methods for effective teaching: Meeting the needs of all students.* (8th ed.). Pearson Education Inc.

    ISBN: 9780134695747

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

    ISBN: 9781416629184

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

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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.

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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: Professional Portfolio

Organize the various components of this course into a sample of how you might schedule your day as a professional educator to a prospective employer.

Consider including the following as skill evidence to support your day:

- Welcome video
- Assessment or Evaluation Questions
- Planning & Collaboration Graphic Organizer
- Co-Teaching Lesson Plan
- STEM Lesson Plan
- Math Proof

Create the Professional Portfolio in OneDrive.

Submit a shared link by Sunday.

Note. Consider including this assignment as part of your IDP.

Signature Assignment Rubric

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	Exceeds Requirements	Meets Requirements	Approaches Requirements	Below Requirements
Elements	Demonstrates an above average level of knowledge of the required elements. 50 points	Knowledge of the required elements is proficient. 44 points	Knowledge of the required elements is not yet proficient. 37 points	Knowledge of the required elements is introductory. 31 points
Application	Demonstrates an above average level of knowledge of the connection between research and practice. 100 points	Knowledge of the connection between research and practice is proficient. 88 points	Knowledge of the connection between research and practice is not yet proficient. 75 points	Knowledge of the connection between research and practice is introductory. 63 points
Structure	Professional day is organized well, follows a logical structure, and transitions well. All content presented is coherent and clearly provides supporting evidence. 50 points	Organized logically and flows smoothly. Content presented is coherent, transitions well, and provides supporting evidence. Only a few areas seem disconnected and vague. 44 points	Organized logically and flows smoothly. Most content presented is coherent, transitions need more development. Evidence provided seem disconnected and vague. 37 points	Shows some organizational structure, however not all parts are cohesive. Some areas are difficult to follow and lack development. Evidence provided does not clearly support the professional day. 31 points
Format	The paper conforms to APA standards with no errors. 25 points	The paper conforms to APA standards with very few or no errors. 22 points	The paper generally conforms to APA standards with some errors. 18 points	The paper contains several errors and does not conform to APA guidelines. 15 points
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 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.

Course Grading

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

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

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

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

Course Assessments

Assessment	Due	Assignment Category	Point Value
Week 1			
Discussion: Teacher versus Student Centered Perspectives		Discussion	30
Discussion: Classroom Management		Discussion	30
Assignment: Welcome Video		Assignment	35
Week 2			
Discussion: Assessment		Discussion	30
Discussion: The Reflective Practitioner		Discussion	30
Assignment: Assessment or Evaluation Questions		Assignment	35
Week 3			

Discussion: Data Sets	Discussion	30
Discussion: Improvement Life Cycle	Discussion	30
Assignment: Planning & Collaboration Graphic Organizer	Assignment	35
Week 4		
Discussion: Co-Teaching Models	Discussion	30
Discussion: Co-Teaching Approaches	Discussion	30
Assignment: Co-Teaching Lesson Plan	Lesson Plans	50
Week 5		
Discussion: Authentic Learning	Discussion	30
Discussion: Technology in STEM	Discussion	30
Assignment: STEM Lesson Plan	Lesson Plans	50
Week 6		
Discussion: Writing Across the Curriculum	Discussion	30
Discussion: Technology as an Instructional Strategy	Discussion	30
Assignment: Teaching Strategy	Assignment	35
Week 7		
Discussion: Math Integration Scenario	Discussion	30
Discussion: Problem-Solving	Discussion	30
Assignment: Math Proof	Assignment	35
Week 8		
Discussion: Inquiry or Discovery Learning	Discussion	30
Assignment: Revised STEM Lesson Plan	Lesson Plans	50
Assignment: Professional Portfolio	Signature Assignment	225
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: Classroom Management Strategies

Learning Objectives

1.1 Analyze the teacher-centered and the student-centered approaches to instruction.	CLO1
1.2 Determine the role of classroom management in establishing an inclusive learning community and building positive relationships.	CLO1

Activities and Resources

Readings	1.1, 1.2
Methods for Effective Teaching Ch. 9: Classroom Management	
Online Resource Allred, C. G. (2008). Seven Strategies for Building Positive Classrooms. *Educational Leadership*, 66(1): ASCD.	

A Look at the Differences Between Teacher-Centered and Student-Centered Learning	

Teacher-Centered	Student-Centered
Focus is on instructor	Focus is on both students and instructor
Focus is on language forms and structures (what the instructor knows about the language)	Focus is on language use in typical situations (how students will use the language)
Instructor talks; students listen	Instructor models; students interact with instructor and one another

Students work alone	Students work in pairs, in groups, or alone depending on the purpose of the activity
Instructor monitors and corrects every student utterance	Students talk without constant instructor monitoring; instructor provides feedback/correction when questions arise
Instructor answers students' questions about language	Students answer each other's questions, using instructor as an information resource
Instructor chooses topics	Students have some choice of topics
Instructor evaluates student learning	Students evaluate their own learning; instructor also evaluates
Classroom is quiet	Classroom is often noisy and busy

Source: The National Capitol Language Resource Center (a project of the George Washington University)

Assignments

Discussion: Teacher versus Student Centered Perspectives	1.1

Respond to the following prompts in the Teacher versus Student Centered Perspectives discussion forum by Wednesday: Where do you fall on the continuum of teacher-centered to student-centered perspectives? Why do you place yourself at that point? Explain.

Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, and respond to one classmate that replied to your original post, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Discussion: Classroom Management	1.2

Respond to the following prompts in the Classroom Management discussion forum by Friday:

When setting up the management of your classroom it is important to keep in mind the diverse group of learners you will experience.

- To what extent should accommodations be made to classroom management, assignments, activities and assessments for students with special needs?

- Is there a limit to how many modifications are made for a student?
- What informs the modifications and accommodations being made?

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

Assignment: Welcome Video	1.2

Reflect on the classroom management strategies outlined in Ch. 9 of *Methods for Effective Teaching*.

Create a Welcome video for your students for the first day of school that will describe the learning community of your classroom.

Include the following in your video:

- Details about yourself that you want your students to know;
- The physical organization of your classroom;
- Rules and procedures that will keep the classroom a positive learning environment;
- Your system for enforcing those rules and procedures.

Consider using a technology tool currently being used in the school or district where you want to teach. Commonly used tools are FlipGrid, Loom for Education, or you can use the video recording tool in the assignment forum.

Note. If you used a video camera or your smartphone to record the video. Upload the file to OneDrive and submit a shared link to Canvas.

Submit a link to your video by Sunday.

Week 2: The Reflective Practitioner & Assessment

Learning Objectives

2.1 Analyze the TPE requirements for an effective and reflective teacher.	CLO1
2.2 Analyze a framework for effective classroom assessment.	CLO4
2.3 Distinguish the purposes and procedures for preassessment, formative assessment and summative evaluation.	CLO4

Activities and Resources

Readings	2.1, 2.2, 2.3
Methods for Effective Teaching Ch. 11: Assessing Student Performance	
Online Resource Finley, T. (2014). *Dipsticks: Efficient Ways to Check for Understanding*. Edutopia.	

Co-Teaching & Planning	N/A
Teachers should never work in isolation, collaboration with other teachers is the key to being effective. During this course you will use the discussion boards as an opportunity to collaborate with classmates on different ideas and you will have the opportunity to collaborate on a data analysis in Week 3 and co-planning in Week 4. You will be randomly assigned a partner in Canvas for these assignments in Weeks 3 & 4. Using data to drive your instruction is key to student growth. In Week 3, you and your partner will analyze a provided data set collaboratively using a Graphic Organizer. You will need to work with your partner to select a time where you can meet virtually through Zoom, Teams, or other method of your choice to discuss the data.	

Working with the same partner in Week 4, together you will plan a co-teaching lesson. You will use a CSOE Co-Teaching Lesson plan template to design a lesson on the fourth-grade standard provided in Week 2. You will specifically identify the roles of both a general education teacher and a special education teacher in the lesson plan as well as select a co-teaching model from the textbook. It is expected that co-teaching strategies from your selected model will be integrated in your lesson plan design.

Faculty Note: Setting Up Groups

You will need to set-up the following assignments as a group assignment:

- Week 3 – Assignment: Planning & Collaboration Graphic Organizer
- Week 4 – Assignment: Co-Teaching Lesson Plan

View the "Groups Overview" [4:52] video.

Review the following Canvas Guides:

- How do I add a group set in a course?
- How do I automatically create groups in a group set?
- How do I automatically assign students to groups?

Assignments

Discussion: Assessment	2.2, 2.3

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

- Why is it useful to have a variety of assessment measures when evaluating student learning?
- According to Ch. 11 of *Methods for Effective Teaching*, even before instruction begins, you need to establish a framework for student assessment.

    o What are the five most important factors you must consider when developing an effective framework for assessment and evaluation?
    o How will it support a positive learning environment?

Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, and respond to one classmate that replied to your original post, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Discussion: The Reflective Practitioner	2.1

Respond to the following prompts in The Reflective Practitioner discussion forum by Friday:

The text *Methods for Effective Teaching* discusses the InTASC national teaching standards.

- How do these national standards for teachers compare to your state's professional teaching standards?
- How do professional teaching standards influence the effective and reflective teacher?
- What tools can be used to improve reflective practices?
- How are tools used to evaluate effective teachers?

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

Assignment: Assessment or Evaluation Questions	2.2, 2.3

Refer to Ch. 11 of *Methods for Effective Teaching* and the G4 Science Standard 4-ESS2-1.

Review the G4 Science Standard 4-ESS2-1 to identify what students need to know for a basic understanding of the concept(s).

Prepare three questions for *each* of the following question types:

- True-false
- Short answer
- Multiple choice
- Essay

Note. Your questions can be formative or summative. You will have a total of 12 questions.

Develop a rubric for the essay questions.

Submit your questions and rubric as a Word document by Sunday.

Week 3: Assessment & Data Analysis

Learning Objectives

3.1 Interpret the purpose of and how to analyze data for student improvement.	CLO4
3.2 Analyze the effective use of data for overall school improvement.	CLO4

Activities and Resources

Readings	3.1, 3.2
View the Achievement & Accountability presentation. **Examine** the G4 Data Set. This data set is beginning of the year through end of year data in ELA, Math, and Science for the fourth-grade level.	

Assignments

Discussion: Data Sets	3.1
Refer to the G4 Data Set. **Respond** to the following prompts in the Data Sets discussion forum by Wednesday: • What is the purpose of looking at data? • What patterns and trends do you see in the data set? • Select one of the four individual classes – what patterns and trends do you see with that class? • What goal would you set as an instructor for these students? Provide rationale to support the goal you would set. **Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), and respond to one classmate that replied to your original post, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	

Discussion: Improvement Life Cycle	3.2
Refer to the Improvement Life Cycle graphic by Michael Fullan in the Achievement & Accountability presentation.	

Respond to the following prompts in the Improvement Life Cycle discussion forum by Friday:

- What are the steps in the Improvement Cycle?
- How might implementing the cycle inform instruction at the classroom level? School level? District level?

Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, and respond to one classmate that replied to your original post, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: Planning & Collaboration Graphic Organizer	3.1

Analyze the G4 Data Set with your assigned partner.

Complete the Planning & Collaboration Graphic Organizer collaboratively.

Submit the completed Graphic Organizer by Sunday.

Week 4: Co-teaching for Diverse Learners

Learning Objectives

4.1 Analyze the effective implementation of co-teaching models that support IDEA.	CLO5
4.2 Determine the impact of co-teaching on the learning environment.	CLO5

Activities and Resources

Readings	4.1, 4.2
Co-Teaching Do's, Don'ts 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 • Ch. 4: Collaborative Teaching in Action: The Do's, Don'ts, and Do Betters When Actually Teaching	
Online Resource Dawkins, S. L. (2019). Co-Teach Your Way to Successful Inclusion. *Maximizing Special Education Partnerships*. ASCD.	

Assignments

Discussion: Co-Teaching Models	4.1
Respond to the following prompts in the Co-Teaching Models discussion forum by Wednesday: • What are the various models of co-teaching? Which model appeals to you the most? Why? • Explain how the model you select will partner with the 'co-teaching spokes' described by the author's in Figure 1.1 of *Co-Teaching Do's, Don'ts and Do Betters*. • How does co-teaching support inclusive practices under IDEA? **Reply** to two classmate's posts, applying the RISE Model for Meaningful Feedback, and respond to one classmate that replied to your original post, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.	

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Discussion: Co-Teaching Approaches	4.2

Respond to the following prompts in the Co-Teaching Approaches discussion forum by Friday:

- What are the Do's and the Don'ts of collaboration in a co-teaching model?
- How would you configure your class and approach co-teaching to create a learning environment where all students can be successful?

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

Assignment: Co-Teaching Lesson Plan	4.1, 4.2

Design a lesson using the G4 Science Standard 4-ESS2-1 collaboratively with your assigned partner.

Ensure you select a co-teaching model you will implement and integrate strategies from that model in lesson activities.

Use the CSOE Co-Teaching Lesson Plan template.

Submit the completed lesson plan template by Sunday.

Week 5: Building STEM Literacy & Technology in the 21st Century Classroom

Learning Objectives

5.1 Integrate STEM literacy in lesson planning to align with state content standards.	CLO2, CLO3
5.2 Analyze Authentic Learning as it relates to STEM literacy.	CLO3
5.3 Determine the effective use of technology as an instructional strategy.	CLO6

Activities and Resources

Readings	5.1, 5.2, 5.3
Methods for Effective Teaching • Ch. 5: Techer-Centered Instructional Strategies • Ch. 6: Student-Centered Instructional Strategies • Ch. 7: Strategies That Promote Understanding, Thinking, and Engagement	
Online Resources Hallström, J., Schönborn, K.J. (2019). Models and modelling for authentic STEM education: reinforcing the argument. *International Journal of STEM Education* 6, 22. White, D. (2014). What is STEM education and why is it important? *Florida Association of Teacher Educators Journal*, 1, 14. **Explore** the Next Generation Science Standards (NGSS) website.	
YouTube **View** the following videos: • "How to Read the Next Generation Science Standards" [6:51]. • "NGSS - Session 3 Science and Engineering Practices" [13:49].	

Assignments

Discussion: Authentic Learning	5.2

When searching the WEB, you can find a multitude of STEM Activities – fun ideas that include some problem solving, some engineering, some design and testing. But STEM should focus on authentic learning, not just fun activities.

Respond to the following prompts in the Authentic Learning discussion forum by Wednesday:

- What is authentic learning?
- How does it impact STEM Education and STEM Literacy?

Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, and respond to one classmate that replied to your original post, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Discussion: Technology in STEM	5.3

The 'T' in STEM stands for Technology. There are a wide variety of technology tools available for teachers.

Respond to the following prompts in the Technology in STEM discussion forum by Friday:

- What is the difference between Technology Education and Educational Technology?
- Do you think the 'T' in STEM Education stands for Technology Education or Educational Technology? Defend your choice.
- Why is understanding the difference important in a STEM classroom?

Reply to two classmate's posts, applying the RISE Model for Meaningful Feedback, and respond to one classmate that replied to your original post, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Assignment: STEM Lesson Plan	5.1, 5.3

STEM Education is a long process and cannot be done in one lesson here and there. To truly integrate STEM, we must start with a problem and build our lessons around guiding our students to solve that problem.

Review the following STEM Problem:

The Honeybee has played a significant role in the agricultural history of the World. Farmers and gardeners around the world rely on the simple honeybee to pollinate acres of crops and small gardens alike. The honeybee has been identified as a threatened species and scientist believe that their reduced numbers and possible extinction would have a significant effect on our community.

Explore The Bee Cause Project Guide to STE(A)M Investigations for the Hive to identify a problem for your students to solve.

Design a STEM lesson using the CSOE Lesson Plan template that aligns to state standards for Math and NGSS.

Include the following in your lesson plan:

- Next Generation Science Standards (NGSS)–Science and Engineering Practices
- A writing component
- Technology as an instructional strategy

Submit your completed lesson plan template by Sunday.

Week 6: Integrating Writing & Technology Across the Curriculum

Learning Objectives

6.1 Determine how to support writing across the curriculum within the content areas.	CLO2, CLO3
6.2 Analyze the use of technology as an instructional strategy.	CLO6
6.3 Analyze how the effective use of a teaching approach can promote understanding, deep thinking and student engagement.	CLO1

Activities and Resources

Readings	6.1, 6.2, 6.3
Methods for Effective Teaching **Review** the following: • Ch. 5: Techer-Centered Instructional Strategies • Ch. 6: Student-Centered Instructional Strategies • Ch. 7: Strategies That Promote Understanding, Thinking, and Engagement	
Online Resource Dalporto, D. (2013). Writing Across the Curriculum: What, How and Why. We Are Teachers.	

Assignments

Discussion: Writing Across the Curriculum	6.1
Respond to the following prompts in the Writing Across the Curriculum discussion forum by Wednesday: • What is the importance of the relationship between writing across the curriculum and State Standards? • When having students write in Social Studies or Science, what strategies, from Ch. 7 of *Methods for Effective Teaching*, could you use to enhance the writing experience?	

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

Discussion: Technology as an Instructional Strategy	6.2

Respond to the following prompts in the Technology as an Instructional Strategy discussion forum by Friday:

- When using educational technology as an instructional strategy, in your opinion, what impact would it have on student engagement?
- Ch. 7 of *Methods for Effective Teaching* gives an example of a software program that could be used as an instructional strategy. How might you use the software to apply the other strategies discussed in the chapter?
- What advantages and disadvantages might exist using this type of software?

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

Assignment: Teaching Strategy	6.3

Write a 3-page paper explaining teacher-centered and student-centered teaching.

Include a reflection on how the right teaching strategy can promote understanding, deep thinking, and student engagement.

Reference Ch. 5–7 of Methods for Effective Teaching in your paper.

Submit your paper as a Word document by Sunday.

Week 7: Math Problem Solving & Application in the Elementary Classroom

Learning Objectives

7.1 Determine how to support math standards within the content areas.	CLO1, CLO2
7.2 Interpret the importance of integrating problem solving strategies across the curriculum.	CLO2
7.3 Analyzing the importance of developing math talks and math proof skills in your students.	CLO3

Activities and Resources

Readings	7.1, 7.2, 7.3
Methods for Effective Teaching **Review** the following: • Ch. 5: Techer-Centered Instructional Strategies • Ch. 6: Student-Centered Instructional Strategies • Ch. 7: Strategies That Promote Understanding, Thinking, and Engagement	
Online Resources • Lawton, L. W. (2017). Five Practices to Unleash Problem Solvers. *Educational Leadership*. 75, 2: ASCD. • Math problem solving strategies from Basic-Mathematics.com.	

Assignments

Discussion: Math Integration Scenario	7.1
Imagine you are teaching a unit in Math on properties of integers. **Respond** to the following prompts in the Math Integration Scenario discussion forum by Wednesday: How would you integrate the mathematical concept of properties of integers in Social Studies, Science or Music?	

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

Discussion: Problem-Solving	7.2

In the article, *Five Practices to Unleash Problem Solvers*, the author discusses strategies to use in problem solving.

Respond to the following prompts in the Problem-Solving discussion forum by Friday:

- Explain how you would use those strategies to teach problem solving in Mathematics?
- How could you use those strategies to teach problem solving across the curriculum?

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

Assignment: Math Proof	7.3

As you have read this week Math Problem Solving and Application are critical skills for students starting in kindergarten. A research-based strategy for math teachers, starting as early as first grade, is to have students explain the processes they used to solve the problem and support their answer. This is called a Math Proof. It can be as simple as showing the steps on a white board and having the students conduct a Math Talk to walk through the steps of their solution, or as complicated as an actual written paragraph or short essay.

Solve the following problem:

A fruit salad consists of blueberries, raspberries, grapes, and cherries. The fruit salad has a total of 280 pieces of fruit. There are twice as many raspberries as blueberries, three times as many grapes as cherries, and four times as many cherries as raspberries. How many cherries are there in the fruit salad?

Write a Math Proof explaining each of the steps you used to arrive at the solution to the problem.

Reflect, in one-to two-paragraphs, on your experience writing the Math Proof:

- How does going through this exercise help you to better teach the concept of Math Proofs?
- What struggles did you encounter?
- How can you help your students overcome the struggles?

Submit your Math Proof and Reflection as a single Word document by Sunday.

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Week 8: Teaching the Sciences Using Inquiry to Build Literate Citizens

Learning Objectives

8.1 Analyze Inquiry as a teaching method and an approach to lesson planning.	CLO2, CLO3
8.2 Synthesize the core course concepts into a curriculum vitae for a professional educator.	COURSE

Activities and Resources

Readings	8.1, 8.2
Methods for Effective Teaching **Review** the following: • Ch. 5: Techer-Centered Instructional Strategies • Ch. 6: Student-Centered Instructional Strategies • Ch. 7: Strategies That Promote Understanding, Thinking, and Engagement	
Online Resources • Ismail, N. & Alias, S. (2006). Inquiry-Based Learning: A New Approach to Classroom Learning. *English Language Learning*, 2. • 4 Powerful Inquiry Based Teaching Strategies from STEAM Powered Family.	

Assignments

Discussion: Inquiry or Discovery Learning	8.1
Respond to the following prompts in the Inquiry or Discovery Learning discussion forum by Wednesday: • What does Inquiry or Discovery Learning mean to you? • How might the teaching method of inquiry be used in both Science and Social Studies? • Refer to Figure 3 from *Inquiry-Based Learning: A New Approach to Classroom Learning*, how might you use this model to plan a lesson for either Science or Social Studies?	

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

Assignment: Revised STEM Lesson Plan	8.1

Revise your STEM Lesson Plan from Week 5 to include an inquiry or discovery component that integrates a science or social studies concept.

Highlight in yellow the added component.

Submit your revised STEM Lesson Plan by Friday.

Assignment: Professional Portfolio	8.2

Organize the various components of this course into a sample of how you might schedule your day as a professional educator to a prospective employer.

Consider including the following as skill evidence to support your day:

- Welcome video
- Assessment or Evaluation Questions
- Planning & Collaboration Graphic Organizer
- Co-Teaching Lesson Plan
- STEM Lesson Plan
- Math Proof

Create the Professional Portfolio in OneDrive.

Submit a shared link by Sunday.

Note. Consider including this assignment as part of your IDP.

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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 10 points	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Thoughtful feedback missed one or two levels of the RISE model. Will result in an improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

Assignment Rubric–Generic

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Elements 10 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
Application 25 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.

Lesson Plan Rubric

	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	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	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	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

	to differentiate instruction for diverse students.	differentiate instruction for diverse students.	differentiate instruction for diverse students.	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	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;	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;	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

	be assigned or not; Clear progression from lesson described; Realistic and age appropriate.	Clear progression from lesson described.	Unclear of the connection between lesson and homework.	not explain whether or not homework will be assigned.
Lesson Reflections 4 points	Lesson reflection is appropriate and relevant to the lesson.	Lesson reflection is appropriate to the lesson.	Lesson reflection is limited or cursory to the lesson.	Lesson reflection is inappropriate for the lesson.
		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; 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.
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		Instruction supports a diversity of learners including students with disabilities, English learners,	Instruction supports only three of the following learners: students with disabilities, English learners,	Instruction supports less than three of the following learners: students with disabilities, English

(Mixed Abilities) 4 points		advanced learners, and at-risk students. Strategies identified are specific for each type of learner.	advanced learners, and at-risk students. Strategies identified are appropriate for that type of learner.	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.

Signature Assignment: Professional Portfolio Rubric

	Exceeds Requirements	Meets Requirements	Approaches Requirements	Below Requirements
Elements	Demonstrates an above average level of knowledge of the required elements. 50 points	Knowledge of the required elements is proficient. 44 points	Knowledge of the required elements is not yet proficient. 37 points	Knowledge of the required elements is introductory. 31 points
Application	Demonstrates an above average level of knowledge of the connection between research and practice. 100 points	Knowledge of the connection between research and practice is proficient. 88 points	Knowledge of the connection between research and practice is not yet proficient. 75 points	Knowledge of the connection between research and practice is introductory. 63 points
Structure	Professional day is organized well, follows a logical structure, and transitions well. All content presented is coherent and clearly provides supporting evidence.	Organized logically and flows smoothly. Content presented is coherent, transitions well, and provides supporting evidence. Only	Organized logically and flows smoothly. Most content presented is coherent, transitions need more development.	Shows some organizational structure, however not all parts are cohesive. Some areas are difficult to follow and lack development.

	50 points	a few areas seem disconnected and vague. 44 points	Evidence provided seem disconnected and vague. 37 points	Evidence provided does not clearly support the professional day. 31 points
Format	The paper conforms to APA standards with no errors. 25 points	The paper conforms to APA standards with very few or no errors. 22 points	The paper generally conforms to APA standards with some errors. 18 points	The paper contains several errors and does not conform to APA guidelines. 15 points
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 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.