

Syllabus

EDU 62370: Clinical Practice II: Teaching & Learning

Course Information

Term and Year:

Class Location:

Instructor Information

Name:

Phone:

Email:

Availability:

Office Hours:

University Mission Statement

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

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

Teacher Education Program Objectives (PO)

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

The California School of Education (CSOE)

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

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

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

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

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

Unit Guiding Principles

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

L= Leadership: Innovation with Accountability

E= Engagement: Active Learning

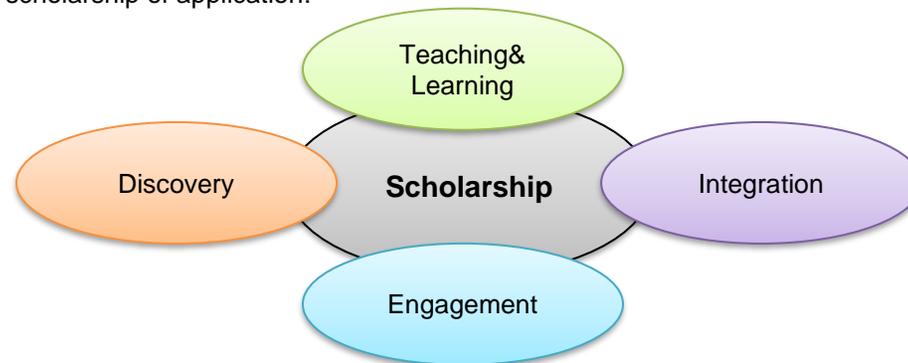
A=Application: Theory to Practice

D=Dedication: Inclusive Excellence

Theoretical Framework

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

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



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

Discovery - generating new and unique knowledge;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Teaching Performance Expectations (Universal TPEs)

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

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

Course Description

This course provides an introductory overview of teaching and learning, focusing on the key elements for effective instruction using a student-centered approach. You will identify how lessons can be analyzed for evidence of student learning and growth and reflect on how the TPEs are incorporated in your lessons. You will use the evidence from your coursework to develop lesson plans by applying reflective teaching practices to create effective instructional activities and learning tasks that are connected to real world applications and identify opportunities for students to deepen content understanding.

Professional Standards Alignment

California School of Education (CSOE)				
CLO	Program Outcome	InTASC	ISTE	UU TPE's
CLO1: Determine the impact of effective teaching and learning to support learner outcomes.	PO2, 3, 4, 5	Standards 7 & 8	Standard 1	TPE4
CLO2: Analyze the purpose and best practice use of formative assessments and summative evaluations.	PO2, 3, 4, 5	Standard 6	Standard 1	TPE5
CLO3: Interpret methods to reflect on pedagogy to improve learner content understanding.	PO2, 3, 4, 5	Standards 7, 8, 9, & 10	Standard 1	TPE4, TPE6
CLO4: Analyze the importance of reflective practice for ongoing professional learning.	PO2, 3, 4, 5	Standards 9 & 10	Standard 1	TPE6

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.

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Required Course Materials

Estes, T. H., & Mintz, S. L. (2016). *Instruction: A models approach*. (7th ed.). Pearson Education, Inc.

ISBN: 9780133985580

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

ISBN: 9781416614272

Wong, H. K., & Wong, R. T. (2018). *The first days of school: How to be an effective teacher*. (5th ed.). Harry K. Wong Publications.

ISBN: 9780976423386

Hammond, Z. H. (2015). *Culturally responsive teaching & the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin.

ISBN: 9781483308012

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). APA.

ISBN: 9781433832161

Note. These books will be used in each of your clinical practice courses.

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 4-7 days of the last day of the week unless I notify you otherwise. Be sure you are checking the course announcements and your allian.edu email regularly.

Syllabus/Schedule

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

University Administrative Policies & Student Resources

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

Academic Code of Conduct and Ethics

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

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

Disability Accommodations Request

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

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

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

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

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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

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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.

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
Lesson Plans	40
Classroom Observation	40

Course Assessments

Assessment	Due	Assignment Category	Point Value
Week 1			
Assignment: Introductions		Discussion	25
Discussion: Positive Learning Environment		Discussion	25
Student Teaching Tracing Form & Getting Ready to Student Teach Webinar		Assignment	50
Week 2			
Discussion: Activate Prior Knowledge		Discussion	25
Assignment: Lesson Plan #1, Part I		Lesson Plans	50
Assignment: Classroom Observation #1		Classroom Observation	25
Week 3			
Discussion: Analyzing Teaching		Discussion	25
Assignment: Lesson Plan #1, Part II		Lesson Plans	50

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Assignment: Classroom Observation #2	Classroom Observation	25
Week 4		
Discussion: Supporting All Learners	Discussion	25
Assignment: Lesson Plan #1, Part III	Lesson Plans	50
Assignment: Classroom Observation #3	Classroom Observation	25
Week 5		
Discussion: Formative Assessment	Discussion	25
Assignment: Lesson Plan #2, Part I	Lesson Plans	50
Assignment: Classroom Observation #4	Classroom Observation	25
Week 6		
Discussion: Summative Evaluation	Discussion	25
Assignment: Lesson Plan #2, Part II	Lesson Plans	50
Assignment: Classroom Observation #5	Classroom Observation	25
Week 7		
Discussion: Deepen Student Learning	Discussion	25
Assignment: Lesson Plan #2, Part III	Lesson Plans	50
Assignment: Classroom Observation #6	Classroom Observation	25
Week 8		
Discussion: Professional Educator	Discussion	25
Assignment: Professional Learning	Lesson Plans	100
Assignment: Classroom Observation #7	Classroom Observation	25
Assignment: Verification of Hours Log	Classroom Observation	200
Total Points		1050

***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: The Positive Learning Environment

Learning Objectives

1.1 Identify factors that develop a positive learning environment.	CLO1
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Activities and Resources

Readings	1.1
<p>Instruction</p> <p>Ch. 16: The Wisdom of Practice</p>	
<p>Alliant Library</p> <p>Berger, E. (2019). Multi-Tiered Approaches to Trauma-Informed Care in Schools: A Systematic Review. <i>School Mental Health</i>, 11(4), 650–664.</p>	
<p>YouTube</p> <p>View the following videos:</p> <ul style="list-style-type: none"> • “Creating a Positive Learning Environment” [4:10]. • “Fall-Hamilton Elementary: Transitioning to Trauma-Informed Practices to Support Learning” [8:11]. 	

Preparation: Teacher Observation Form & Log	COURSE
<p>Arrange to observe a variety of lessons within your content area at a local school, school district, or charter school.</p> <p>Ensure your location is on the “Active MOU list for Alliant Students” spreadsheet. If you have not selected a location or are unsure if your location is on the list, contact your course instructor for guidance immediately.</p> <p>Complete a minimum of <i>60 unpaid hours</i> of observation during this course. Observe a variety of lessons within your content area. For example, a single subject science candidate should observe a variety of lessons delivered in middle and high school classrooms as well as a variety of content areas that fall within secondary science such as biology, A.P. Chemistry, astronomy, etc. Multiple subject candidates should observe all subject areas.</p>	

Document your hours on the VERIFICATION OF HOURS LOG - Student Teaching - CP I & CP II spreadsheet using detailed, descriptive and relevant language. A minimum of 60 **unpaid** hours of observation is required during this course, that averages to about 7.5 each week and 45 hours by the end of your program, which is 11.25hrs each CP course. It is recommended that you establish and maintain a regular schedule for completing your hours.

See the VERIFICATION OF HOURS LOG, located in the Clinical Practice Resource Page (insert link) for most current log.

Reflect on your observations using the Classroom Observation Form. Each week will focus on one or more Universal TPE. The focus each week is different, you will need to carefully review the instructions provided each week to ensure you are focusing on the correct TPE Domain(s). Planning your observations with the correct focus will be key to your success in this course.

Collect the Mater Teacher’s wet signature or a verified e-signature at the end of the observation. A wet signature or a verified e-signature is required to receive full credit for your log.

Note. You *cannot* use any paid or substitute hours towards any of your Clinical Practice courses.

Submit your completed observation log by Sunday of Week 8.

Assignments

Assignment: Introductions	1.1
<p>Access the Flipgrid link provided by your course instructor in the Announcements section.</p> <p>Create a 2-to 4-minute video on Flipgrid answering the following questions:</p> <ul style="list-style-type: none">• What is your name?• What subject matter and grade level do you want to teach and why?• As a new teacher, how might the use of trauma informed practices help create a positive learning environment, provide specific examples? <p>Complete and post your video by Friday:</p> <p>Review & respond to at least two classmate’s videos by Friday.</p> <p>Submit in TWO places: a word document that includes your Name, Assignment, Flipgrid link, a script of your response, and the names of the two classmates you responded to by Friday to your assignment dropbox AND to the Weekly General Form (set up by your course instructor)</p> <p><i>Example</i></p> <ul style="list-style-type: none">• <i>First & Last Name,</i>	

- “Flipgrid link”

I responded to Jack Smith and Jill Peppers

Note: You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date, (Friday).

Student Teaching Tracking Form & Getting Ready to Student Teach Webinar

Complete:

- Full PDF of [Student Teaching Tracking Form](#)
- PDF of Certification of Completion for “Getting Ready to Student Teach Webinar (date specific)”
 - *Received upon completion of webinar*

Note. Be sure to check the box to receive an email receipt of your responses.

Submit BOTH PDF documents as your Week 1 assignment by Sunday.

Discussion: Positive Learning Environment

1.1

Recall from your Clinical Practice I course what you learned and your discussions about positive expectations.

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

- How do relationships, relevance and rigor contribute to the development of a positive learning environment? Even though positive expectations supports UU TPE 2 or InTASC Standard 3, how does a positive learning environment prepare you for successful implementation of UU TPE4 or InTASC Standards 7 & 8? Be specific and include relevant examples. **Support** your response with citations and references consistent with APA style guidelines

Note: You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday). **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 2: Building on Prior Knowledge & Student–Centered Learning

Learning Objectives

2.1 Determine effective strategies for activating prior knowledge.	CLO1
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Activities and Resources

Readings	2.1
<p><i>Where Great Teaching Begins</i></p> <p>Ch. 10: Creating Plans for Learning</p>	
<p><i>Culturally Responsive Teaching & the Brain</i></p> <p>Ch. 6: Establishing Alliance in the Learning Partnership</p>	
<p><i>Online Resources</i></p> <ul style="list-style-type: none"> Alber, R. (2011). Are You Tapping into Prior Knowledge Often Enough in Your Classroom? Edutopia. Barrett, L. (2019). 21 Ways to Build Background Knowledge—and Make Reading Skills Soar. We Are Teachers. 	
<p><i>YouTube</i></p> <p>View the following videos:</p> <ul style="list-style-type: none"> “Strategies for Supporting English Language Learners: Video 3” [7:06]. “Building Social Studies Background Knowledge” [1:45]. 	

Review: Application to Student Teach	N/A
<p>Navigate to the Application to Student Teach web form located at https://forms.office.com/Pages/ResponsePage.aspx?id=6h31PI8Yx0mfTfIUlviYZZIK9ojJFZRJrLoRPiCxpERUN0pQMzdaTEc4Mkc0QVFORkxISDg3QkI2US4u</p> <p>Complete the online form to submit your student teaching placement preferences. A minimum of three placements must be included.</p>	

Note. If you already completed this in your Clinical Practice 1 course and there have been no changes, you do not need to complete this form.

Assignments

Discussion: Activate Prior Knowledge	2.1
<p>Respond to the following prompts in the Activate Prior Knowledge discussion forum by Wednesday:</p> <ul style="list-style-type: none">• Why is it important to activate prior knowledge when introducing new content?• How does activating prior knowledge support UU TPE 4.3 or InTASC Standard 7? <p>Support your response with citations and references consistent with APA style guidelines.</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
Assignment: Lesson Plan #1, Part I	2.1
<p>Complete Section One of the CSOE Lesson Plan Template using a content standard for your field of study.</p> <p>Include two activities for activating prior knowledge you would use during your field practice in the Opening or Introduction of New Material components of the lesson plan.</p> <p>Respond to the following in the Pre-Teaching Lesson portion of the Lesson Reflection component:</p> <ul style="list-style-type: none">• What strategies did you employ for the activating prior knowledge activities?• What was the outcome?• Why did you select those approaches? <p>Submit your Lesson Plan by Sunday.</p>	
Assignment: Classroom Observation #1	2.1
<p>Conduct a minimum of 2 hours of classroom observation this week focusing on TPE UU4 or InTASC Standards 7 & 8.</p>	

Complete the Week 2 Classroom Observation Form for UU TPE 4 or InTASC Standards 7 & 8.

Note. It is unlikely that all professional teaching standards within a UU TPE or InTASC Standard can be observed in a single classroom visit.

Submit your completed Classroom Observation Form by Sunday.

Week 3: Analyzing Teaching

Learning Objectives

3.1 Analyze teaching to improve student learning outcomes.	CLO1, CLO3, CLO4
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Activities and Resources

Readings	3.1
Online Resources <ul style="list-style-type: none">Walton, E. (2020). 20 Simple Questions to Evaluate Your Lesson. Education First: Teacher Zone Blog.Paul, M. (2016). 3 Ways to Reflect with Purpose. Edutopia.Sampson, D. G. (2016). Teaching Analytics: Analyze Your Lesson Plans To Improve Them. eLearning Industry.Sampson, D. G. (2016). Learning Analytics: Analyze Your Lesson To Discover More About Your Students. eLearning Industry.Sampson, D. G. (2016). Teaching And Learning Analytics To Support Teacher Inquiry. eLearning Industry.Danielson, C. (2008). Chapter 1, Evidence of Teaching. In <i>Handbook for Enhancing Professional Practice</i>. ASCD.	
Alliant Library <p>Sandholtz, J. H. (2005). Analyzing Teaching through Student Work. <i>Teacher Education Quarterly</i>, 32(3), 107–122.</p>	

Assignments

Discussion: Analyzing Teaching	3.1
<p>Respond to the following prompts in the Analyzing Teaching discussion forum by Wednesday:</p> <ul style="list-style-type: none">How will engaging in reflective practice, by analyzing your teaching, to improve student learning?How does this support UU TPE 6 or InTASC Standards 9 & 10? <p>Use citations from reading and/or outside research consistent with APA style guidelines.</p> <p>Note: You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday).</p>	

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

Assignment: Lesson Plan #1, Part II

3.1

Complete Section Two of the CSOE Lesson Plan template by adding to the one you started in Week 2.

Consider how the design of the following in your lesson plan can help you gather evidence:

- Guided Practice
- Independent Practice
- Formative Assessment
- Summative Assessment
- Homework

Respond to the following in the Pre-Teaching Lesson portion of the Lesson Reflection component: How does your lesson plan design effectively support analyzing teaching and gathering evidence? Provide specific examples.

Submit your compiled Lesson Plan by Sunday.

Assignment: Classroom Observation #2

3.1

Conduct a minimum of 2 hours of classroom observation this week focusing on UU TPE 6 or InTASC Standards 9 & 10.

Complete the Week 3 Classroom Observation Form for UU TPE 6 or InTASC Standards 9 & 10.

Note. It is unlikely that all professional teaching standards within a UU TPE or InTASC Standard can be observed in a single classroom visit.

Submit your completed Classroom Observation Form by Sunday.

Week 4: Supporting All Learners

Learning Objectives

4.1 Determine various instructional approaches that will maximize learning experiences for all students.	CLO1, CLO3
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Activities and Resources

Readings	4.1
Instruction	
Ch. 5: The Concept Development Model	
Online Resources	
<ul style="list-style-type: none">Parrish, N. (2019). Ensuring That Instruction Is Inclusive for Diverse Learners. Edutopia.ALber, R. (2014). On-the-Spot Scaffolding for Students. Edutopia.Dean, M. (2019). 7 creative ways to teach diverse learners. Classcraft Blog.Brookes Publishing Co., Inc. (2017). 14 Ways to Support All Learners at School and Home. Paul H. Brookes Publishing Co., Inc.	
YouTube	
View the " Equity and Equality " video [3:44].	

Assignments

Discussion: Supporting All Learners	4.1
Respond to the following prompts in the Supporting All Learners discussion forum by Wednesday:	
<ul style="list-style-type: none">What instructional approaches would you use to ensure learning opportunities for all learners?How would you support equity in your classroom? Provide a relevant example that supports your field of study.How does this support UU TPE 4 or InTASC Standards 8 & 9?	
Use citations from reading and/or outside research consistent with APA style guidelines.	

Note: You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday).

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, Part III

4.1

Complete Section Three of the CSOE Lesson Plan template by adding to the one you started in Week 2.

Note. You will be unable to complete the Professional Teaching Standards Reflection component.

Respond to the following in the Pre-Teaching Lesson portion of the Lesson Reflection component: Now that you have a complete lesson plan, how did the focus of the lesson plan sections and this week’s discussion help you create a lesson plan that maximized learning opportunities for all students?

Submit your compiled Lesson Plan by Sunday.

Assignment: Classroom Observation #3

4.1

Conduct a minimum of 2 hours of classroom observation this week focusing on UU TPE 4 or InTASC Standards 7 & 8.

Complete the Week 4 Classroom Observation Form for UU TPE 4 or InTASC Standards 7 & 8.

Note. It is unlikely that all professional teaching standards within a UU TPEs or InTASC Standard can be observed in a single classroom visit.

Submit your completed Classroom Observation Form by Sunday.

Week 5: Formative Assessments

Learning Objectives

5.1 Determine the purpose and best practice use of formative assessments.	CLO2
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Activities and Resources

Entrance Ticket	5.1
<p>Complete the Entrance Ticket.</p> <p>Note. You will not have access to the weekly module until you complete the Entrance Ticket.</p>	
<p>Faculty Note. Students will not have access to the content in this Module on Canvas until they complete this activity.</p>	

Readings	5.1
<p>Instruction</p> <p>Ch. 2: Objectives, Assessment, and Instruction</p>	
<p>Where Great Teaching Begins</p> <p>Ch. 7: Developing Assessments</p>	
<p>Alliant Library</p> <p>Conrad, D., & Openo, J. (2018). Assessment strategies for online learning: Engagement and authenticity. ProQuest Ebook Central.</p> <p>Read Ch. 1: The Big Picture: A Framework for Assessment in Online Learning</p>	
<p>Online Resources</p> <ul style="list-style-type: none"> Zook, C. (2017). Formative vs. Summative Assessments: What's the Difference? Applied Educational Systems. Dodge, J. (n.d.). What Are Formative Assessment and Why Should We Use Them? Scholastic.com. 	

YouTube

View the following:

- [“Rick Wormeli: Formative and Summative Assessment”](#) [4:48].
- [“Formative Assessments: Why, When & Top 5 Examples”](#) [6:57].

Assignments

Discussion: Formative Assessment

5.1

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

- What is formative assessment?
- When would you use formative assessments?
- Consider your own experience when you completed the Entrance Ticket for this week, what information would the course instructor gain from your responses to the questions?
- What type of information would you gain from assessing your students? How would you use this information?

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

Note: You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday).

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, Part I

5.1

Complete Section One of the CSOE Lesson Plan Template using a content standard for your field of study.

Respond to the following in the Pre-Teaching Lesson portion of the Lesson Reflection component: How does your formative assessment(s) support your lesson objective(s)?

Submit your Lesson Plan by Sunday.

Assignment: Classroom Observation #4	5.1
<p>Conduct a minimum of 2 hours of classroom observation this week focusing on UU TPE 5 or InTASC Standard 6.</p> <p>Complete the Week 5 Classroom Observation Form for UU TPE 5 or InTASC Standard 6.</p> <p>Note. It is unlikely that all professional teaching standards within a UU TPE or InTASC Standard can be observed in a single classroom visit.</p> <p>Submit your completed Classroom Observation Form by Sunday.</p>	

Week 6: Summative Evaluation

Learning Objectives

6.1 Determine the purpose and best practice use of summative evaluation.	CLO2
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Activities and Resources

Entrance Ticket	6.1
<p>Complete the Entrance Ticket.</p>	
<p>Note. You will not have access to the weekly module until you complete the Entrance Ticket.</p>	
<p>Faculty Note. Students will not have access to the content in this Module on Canvas until they complete this activity.</p>	

Readings	6.1
<p>Instruction</p> <p>Review Ch. 2: Objectives, Assessment, and Instruction</p>	
<p>Where Great Teaching Begins</p> <p>Ch. 8: Checklists and Rubrics</p> <p>Review Ch. 7: Developing Assessments</p>	
<p>Culturally Responsive Teaching & the Brain</p> <p>Ch. 8: Information Processing to Build Intellectual Capacity</p>	
<p>Alliant Library</p> <p>Chappuis, S., & Chappuis, J. (2007). The Best Value in Formative Assessment. <i>Educational Leadership</i>, 65(4), 14–18.</p>	
<p>YouTube</p>	

View the "[Summative Assessment: Overview & Examples](#)" video [4:48].

Preparation: Professional Learning

8.1

Select a 15-minute segment of the lesson plan you will complete in Week 7 that provides evidence of UU TPEs 1–5 or InTASC Standards 1–8.

Use: You Tube to record your mock video and submit the accessible link for your assignment.

Schedule a time record yourself teaching the selected 15-minute segment of your lesson plan at the beginning of Week 8. The segment must include you teaching a minimum of four students. You and the student's must be present in the recording. Videos under 15 mins can result in a deduction of points and a possible grade of zero.

Note. Since you do not have a placement and do not have students, et, you can teach a mock lesson (in the mirror). This is an opportunity for you to practice teaching from a lesson plan and to reflect on your performance. Once you have a placement in Clinical Practice III and IV, you will be teaching to a group of students.

Review your recording and complete the UU TPE tab of the Remote Site Visit Assessment Worksheet.

Upload your video to your Alliant OneDrive.

Submit a shared You Tube link to your video and the completed Remote Site Visit Assessment Worksheet by Sunday of Week 8. *Be sure your video is accessible

Assignments

Discussion: Summative Evaluation

6.1

Respond to the following prompts in the Summative Evaluation discussion forum by Wednesday:

- What is the synonym for summative evaluation?
- Why is it important to use summative evaluations?
- What is the difference between formative assessment and summative evaluations?
- How will you adjust your teaching based on the information gained from a summative evaluation?

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

Note: You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday).
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, Part II	6.1
<p>Add Section Two to the CSOE Lesson Plan Template you started in Week 5.</p> <p>Respond to the following in the Pre-Teaching Lesson portion of the Lesson Reflection component: What would your summative evaluation look like for the overall content standard of your lesson?</p> <p>Submit your Lesson Plan by Sunday.</p>	

Assignment: Classroom Observation #5	6.1
<p>Conduct a minimum of 2 hours of classroom observation this week focusing on UU TPE 5 or InTASC Standard 6.</p> <p>Complete the Week 6 Classroom Observation Form for UU TPE 5 or InTASC Standard 6.</p> <p>Note. It is unlikely that all professional teaching standards within a UU TPE or InTASC Standard can be observed in a single classroom visit.</p> <p>Submit your completed Classroom Observation Form by Sunday.</p>	

Week 7: Deepening Student Learning

Learning Objectives

7.1 Analyze various instructional approaches or models that can help deepen student learning.	CLO1, CLO3
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Activities and Resources

Readings	7.1
<p><i>Culturally Responsive Teaching & the Brain</i></p> <p>Ch. 9: Creating a Culturally Responsive Community for Learning</p> <p>Review Ch. 8: Information Processing to Build Intellectual Capacity</p>	
<p><i>Online Resources</i></p> <ul style="list-style-type: none"> • Ott, T. (2019). 3 Ways to Focus on the “Why” and Not the “What” – Building Deeper Meaning in Learning. Teach Better Blog. • Briggs, S. (2015). Deeper Learning: What Is It and Why Is It So Effective? Informed ED, an open colleges blog about education. • Lenz, B. (2014). How Assessment Can Lead to Deeper Learning. Edutopia. • Teach Thought Staff. (2020). 12 Of The Most Common Types Of Blended Learning. Teach Thought Blog. 	
<p><i>YouTube</i></p> <p>View the following videos:</p> <ul style="list-style-type: none"> • “Deeper Learning – Teacher” [3:50]. • “Carousel Use in the Middle School ELA Classroom” [5:42]. 	

Assignments

Discussion: Deepen Student Learning	7.1
<p>Respond to the following prompts in the Deepen Student Learning discussion forum by Wednesday:</p>	

- What does it mean to deepen student learning?
- How is this approach different from other instructional strategies?

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

Note: You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday). **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, Part III

7.1

Add Section Three to the CSOE Lesson Plan Template you started in Week 5.

Note. You will be unable to complete the Professional Teaching Standards Reflection component.

Respond to the following in the Pre-Teaching Lesson portion of the Lesson Reflection component: Now that you have completed a second lesson plan, how did the content of this course help you create a lesson plan that centered on student learning?

Submit your Lesson Plan by Sunday.

Assignment: Classroom Observation #6

7.1

Conduct a minimum of 2 hours of classroom observation this week focusing on UU TPE 6 or InTASC Standards 9 & 10.

Complete the Week 7 Classroom Observation Form for UU TPE 6 or InTASC Standards 9 & 10.

Note. It is unlikely that all professional teaching standards within a UU TPE or InTASC Standard can be observed in a single classroom visit.

Submit your completed Classroom Observation Form by Sunday.

Week 8: The Reflective Process

Learning Objectives

8.1 Determine the importance of developing as a professional educator.	CLO4
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Activities and Resources

Readings	8.1
Review previous weeks' resources as needed.	

Assignments

Discussion: Professional Educator	8.1
<p>Respond to the following prompts in the Professional Educator discussion forum by Wednesday:</p> <ul style="list-style-type: none">• Reflecting on your teaching practice is an integral part of being a professional educator, how can you use the skills and concepts presented in this course to further develop your skills as a professional educator?• Why is this important to UU TPE6 or InTASC Standards 9 & 10? <p>Note: You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday).</p> <p>Reply to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

Assignment: Professional Learning	8.1
<p>Select a 15-minute segment of your lesson plan from Week 7 that provides evidence of UU TPEs 1–5 or InTASC Standards 1–8.</p> <p>Use: You Tube to record your mock video and submit the accessible link for your assignment</p> <p>Record yourself teaching the selected 15-minute segment of your lesson plan. The segment must include you teaching a minimum of four people. Videos under 15 mins can result in a deduction of points and a possible grade of zero.</p>	

Note. Since you do not have a placement yet, you can teach a mock lesson (in the mirror). This is an opportunity for you to practice teaching from a lesson plan and to reflect on your performance. Once you have a placement in Clinical Practice III and IV, you will be teaching to a group of students.

Review your recording and complete the Remote Site Visit Assessment Worksheet.

Upload your video to your Alliant OneDrive.

Submit the shared You Tube link to your video and the completed Remote Site Visit Assessment Worksheet by Sunday. *make sure your video is accessible

Assignment: Classroom Observation #7

8.1

Conduct a minimum of 2 hours of classroom observation this week focusing on UU TPE 6 or InTASC Standards 9 & 10.

Complete the Week 8 Classroom Observation Form for UU TPE 6 or InTASC Standards 9 & 10.

Note. It is unlikely that all professional teaching standards within a UU TPE or InTASC Standard can be observed in a single classroom visit.

Submit your completed Classroom Observation Form by Sunday.

Assignment: Verification of Hours Log

8.1

Arrange to observe a variety of lessons within your content area at a local school, school district, or charter school.

Ensure your location is on the “Active MOU list for Alliant Students” spreadsheet. If you have not selected a location or are unsure if your location is on the list, contact your course instructor for guidance immediately.

Complete a minimum of 60 hours of observation during this course. Observe a variety of lessons within your content area. For example, a single subject science candidate should observe a variety of lessons delivered in middle and high school classrooms as well as a variety of content areas that fall within secondary science such as biology, A.P. Chemistry, astronomy, etc. Multiple subject candidates should observe all subject areas.

Document your hours on the VERIFICATION OF HOURS LOG - Student Teaching - CP I & CP II spreadsheet using detailed, descriptive and relevant language. A minimum of 60 hours of observation is required during this course, that averages to about 7.5 each week. It is recommended that you establish and maintain a regular schedule for completing your hours.

Collect a wet signature or a verified e-signature at the end of the observation. A wet signature or a verified e-signature is required to receive full credit for your log.

Note. You cannot use any paid or substitute hours towards any of your Clinical Practice courses.

Submit your completed verification of hours log by Sunday.

Rubrics

Updated Discussion Rubric

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Initial Response to the Forum Topic 15 points	All aspects of the prompt are addressed thoughtfully. Discussion post is supported by a variety of citations and references in APA format, reflects author’s ability to connect theory to practice.	All aspects of the prompt are addressed but lack one or more of the following: supported by a variety of citations and references in APA format, reflects the author’s ability to connect theory to practice.	Some aspects of the prompt are addressed thoughtfully but one or more component of the prompt is not addressed.	The topic is addressed superficially and without supporting citations and without connecting theory to practice
Feedback to Peer’s Response to the Forum Topic 10 points	10 points 2 responses reflect higher order thinking skills in the delivery of constructive feedback to their peers through the RISE Model. Reflect- recall, ponder, articulate. Inquire- seek information and provide ideas through questioning. Suggest- introduce ideas for improvement of current iteration. Elevate- raise to a higher degree or purpose in future iterations	2 responses reflect incomplete delivery of constructive feedback based on a lack of one or two levels of the RISE Model.	2 responses reflect incomplete delivery of constructive feedback based on a lack of three levels of the RISE Model.	Feedback was superficial and did not cover all levels of the RISE model.

Introductions Rubric

	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 15 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.

Student Teaching Tracking Rubric & Getting Ready to Student Teaching Webinar Rubric

	Meets Requirements 50 Points	Below Requirements 0 Points
Form Completion	Both Application has been completed in its entirety as the PDF of the email receipt AND the current term Certificate from attending the Getting Ready to Student Teach Webinar are submitted for the assignment prior to or by the assigned due date.	Application was not completed in its entirety as a PDF of the email receipt and/or the current term certificate was not submitted on time.

Classroom Observation Reflection Rubrics (Weeks 2- 8)

	Meets Requirements 100%	Approaches Requirements 67%	Below Requirements 33%
Context 1 point	Provides context each of the classroom observations describing the grade, content and class setting.	Provides most details needed to understand the class setting.	Needs more details needed to understand the class setting
Constructing Meaning 8 points	Demonstrates the ability to define and identify standards-based and developmentally appropriate activities; to understand the importance of assessments to determine students' progress and to plan instruction; and to identify the need to adapt lessons for students with different instructional needs. Understands the importance of behavior management strategies, and checking for understanding, at appropriate and relevant opportunities during instruction.	Partially demonstrates the ability to define and identify standards-based and developmentally appropriate activities; to understand the importance of assessments to determine students' progress and to plan instruction; and to identify the need to adapt lessons for students with different instructional needs. Understanding of the importance of behavior management strategies, and checking for understanding, at appropriate and relevant opportunities during instruction are limited and cursory.	Demonstrates little to no ability to define and identify standards-based and developmentally appropriate activities; to understand the importance of assessments to determine students' progress and to plan instruction; and to identify the need to adapt lessons for students with different instructional needs. Understanding of the importance of behavior management strategies, and checking for understanding, at appropriate and relevant opportunities during instruction may be inappropriate or inaccurate.
Evidence 10 points	Evidence provided is a detailed and descriptive demonstration of standards-based and developmentally appropriate activities; assessments used to determine students' progress and to plan instruction; lessons adapted to meet different instructional needs of students. Evidence provided of behavior management strategies and checks for understanding are appropriate and relevant.	Evidence provided partially demonstrates standards-based and developmentally appropriate activities; assessments used to determine students' progress and to plan instruction; lessons adapted to meet different instructional needs of students. Evidence provided of behavior management strategies and checks for understanding are limited and cursory.	Evidence provided does little or nothing to demonstrate standards-based and developmentally appropriate activities; assessments used to determine students' progress and to plan instruction; lessons adapted to meet different instructional needs of students. Evidence provided of behavior management strategies and checks for understanding are inappropriate or inaccurate.
Takeaways 6 points	Cites three specific strategies learned from the observation and explains how it will impact your teaching	Takeaway are general and vague or not clearly connected to observations	Less than 3 takeaways

Lesson Plan #1, Part I Rubric

	Exceeds Requirements 100%	Meets Requirements 75%	Approaches Requirements 68%	Below Requirements 35%
Opening 5 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.
Intro to New Material 5 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.
Classroom Management 5 points	Explanation for how a healthy, safe, and supportive learning environment will be created and maintained is clearly described at an advanced level.	Explanation for how a healthy, safe, and supportive learning environment will be created and maintained is clearly described at an expected level.	Explanation for how a healthy, safe, and supportive learning environment will be created and maintained is clearly described at a beginner’s level.	Explanation for how a healthy, safe, and supportive learning environment will be created and maintained is clearly described at an inadequate level.
Lesson Reflection 5 points	Lesson reflection is appropriate and relevant to the proposed questions: What strategies did you employ for the activating prior knowledge activities? Why did you select those approaches?	Lesson reflection is appropriate to the proposed questions: What strategies did you employ for the activating prior knowledge activities? Why did you select those approaches?	Lesson reflection is cursory or limited to the proposed questions: What strategies did you employ for the activating prior knowledge activities? Why did you select those approaches?	Lesson reflection is inappropriate to the proposed questions: What strategies did you employ for the activating prior knowledge activities? Why did you select those approaches?
		Meets Requirements 100%	Approaches Requirements 68%	Below Requirements 35%

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<p>Context 1 point</p>		<p>Provides context to the lesson plan describing the grade, content and class setting.</p>	<p>More details needed to understand the class setting.</p>	<p>Does not provide a context to lesson plan.</p>
<p>Theory 4 points</p>		<p>Explanation of theory applied and rationale for applying that theory is described at an expected level.</p>	<p>Explanation of theory applied and rationale for applying that theory is described at a beginner’s level.</p>	<p>Explanation of theory applied and rationale for applying that theory is described at an inadequate level.</p>
<p>Objective 5 points</p>		<p>Clear, specific, measurable and achievable objectives; Written in student friendly language; Aligned to ISTE, State or common core standards; Related to lesson.</p>	<p>More specificity needed, objectives are not measurable or achievable; Loosely aligned to ISTE, State or common core standards Seems unachievable in one lesson; Wordy or vague.</p>	<p>Objectives are unclear, and not measurable or achievable. Objectives are not aligned to ISTE, State or common core standards; Objective is not related to lesson described.</p>
<p>Assessment 5 points</p>		<p>Clearly indicates the way(s) student progress will be monitored during and after lesson.</p>	<p>More specific details needed to understand how student progress will be monitored.</p>	<p>Does not describe a method of how students will be monitored.</p>
<p>ISTE, State or Common Core, & TPE Standards 2 points</p>		<p>Identified standards for the correct grade and content area; Standards related to lesson described.</p>	<p>Connection between standards and lesson is unclear.</p>	<p>Does not provide the correct standards for the grade and content area.</p>
<p>Differentiation 4 points</p>		<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Diverse Learners (Mixed Abilities) 4 points</p>		<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Materials 3 points</p>		<p>Thorough list of materials required for the lesson described; Includes quantities and any prep required.</p>	<p>Some keys items described in lesson are listed.</p>	<p>Does not provide a list of materials for lesson.</p>

<p>References 2 points</p>		<p>The student has thoroughly researched the strategies used and provides a comprehensive reference section with minimal to no errors.</p>	<p>The student has researched the strategies, may cite sources in the lesson plan, provides a general reference section.</p>	<p>Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the lesson plan.</p>

Lesson Plan #1, Part II Rubric

	<p>Exceeds Requirements 100%</p>	<p>Meets Requirements 75%</p>	<p>Approaches Requirements 68%</p>	<p>Below Requirements 35%</p>
<p>Guided Practice 8 points</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Independent Practice 8 points</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Closing & Homework 8 points</p>	<p>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</p>	<p>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;</p>	<p>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;</p>	<p>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</p>

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	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 Reflection 8 points	Lesson reflection is appropriate and relevant to the proposed questions: How does your lesson plan design effectively support analyzing teaching and gathering evidence? Provide specific examples.	Lesson reflection is appropriate to the proposed questions: How does your lesson plan design effectively support analyzing teaching and gathering evidence? Provide specific examples.	Lesson reflection is cursory or limited to the proposed questions: How does your lesson plan design effectively support analyzing teaching and gathering evidence? Provide specific examples.	Lesson reflection is inappropriate to the proposed questions: How does your lesson plan design effectively support analyzing teaching and gathering evidence? Provide specific examples.
		Meets Requirements 100%	Approaches Requirements 68%	Below Requirements 35%
Professional Teaching Standards 4 points		Identified standards for the correct grade and content area; Standards related to lesson described.	Connection between standards and lesson is unclear.	Does not provide the correct standards for the grade and content area.
Social and Emotional Skills 6 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 5 points		Thorough list of materials required for the lesson described; Includes quantities and any prep required.	Some keys items described in lesson are listed.	Does not provide a list of materials for lesson.
References 3 points		The student has thoroughly researched the strategies used and provides a comprehensive reference section with minimal to no errors.	The student has researched the strategies, may cite sources in the lesson plan, provides a general reference section.	Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the lesson plan.

Lesson Plan #1, Part III Rubric

	Exceeds Requirements 100%	Meets Requirements 75%	Approaches Requirements 68%	Below Requirements 35%
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<p>Lesson Reflection 50 points</p>	<p>Lesson reflection is appropriate and relevant to the proposed question: how did the focus of the lesson plan sections and this week's discussion help you create a lesson plan that maximized learning opportunities for all students?</p>	<p>Lesson reflection is appropriate to the proposed question: how did the focus of the lesson plan sections and this week's discussion help you create a lesson plan that maximized learning opportunities for all students?</p>	<p>Lesson reflection is cursory or limited to the proposed question: how did the focus of the lesson plan sections and this week's discussion help you create a lesson plan that maximized learning opportunities for all students?</p>	<p>Lesson reflection is inappropriate to proposed question: how did the focus of the lesson plan sections and this week's discussion help you create a lesson plan that maximized learning opportunities for all students?</p>
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Lesson Plan #2, Part I Rubric

	<p>Exceeds Requirements 100%</p>	<p>Meets Requirements 75%</p>	<p>Approaches Requirements 68%</p>	<p>Below Requirements 35%</p>
<p>Opening 5 points</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Intro to New Material 5 points</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Classroom Management 5 points</p>	<p>Explanation for how a healthy, safe, and supportive learning environment will be created and maintained is clearly described at an advanced level.</p>	<p>Explanation for how a healthy, safe, and supportive learning environment will be created and maintained is clearly described at an expected level.</p>	<p>Explanation for how a healthy, safe, and supportive learning environment will be created and maintained is clearly described at a beginner's level.</p>	<p>Explanation for how a healthy, safe, and supportive learning environment will be created and maintained is clearly described at an inadequate level.</p>

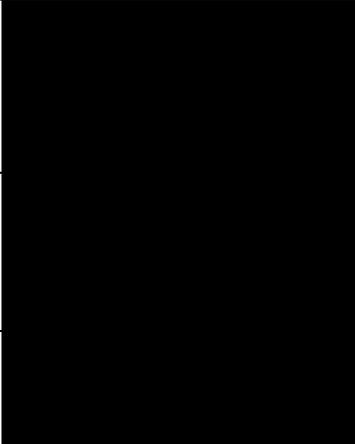
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Lesson Reflection 5 points	Lesson reflection is appropriate and relevant to the proposed questions: How does your formative assessment(s) support your lesson objective(s)?	Lesson reflection is appropriate to the proposed questions: How does your formative assessment(s) support your lesson objective(s)?	Lesson reflection is cursory or limited to the proposed questions: How does your formative assessment(s) support your lesson objective(s)?	Lesson reflection is inappropriate to the proposed questions: How does your formative assessment(s) support your lesson objective(s)?
		Meets Requirements 100%	Approaches Requirements 68%	Below Requirements 35%
Context 1 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.
Theory 4 points		Explanation of theory applied and rationale for applying that theory is described at an expected level.	Explanation of theory applied and rationale for applying that theory is described at a beginner’s level.	Explanation of theory applied and rationale for applying that theory is described at an inadequate level.
Objective 5 points		Clear, specific, measurable and achievable objectives; Written in student friendly language; Aligned to ISTE, State or common core standards; Related to lesson.	More specificity needed, objectives are not measurable or achievable; Loosely aligned to ISTE, State or common core standards Seems unachievable in one lesson; Wordy or vague.	Objectives are unclear, and not measurable or achievable. Objectives are not aligned to ISTE, State or common core standards; Objective is not related to lesson described.
Assessment 5 points		Clearly indicates the way(s) student progress will be monitored during and after lesson.	More specific details needed to understand how student progress will be monitored.	Does not describe a method of how students will be monitored.
ISTE, State or Common Core, & TPE Standards 2 points		Identified standards for the correct grade and content area; Standards related to lesson described.	Connection between standards and lesson is unclear.	Does not provide the correct standards for the grade and content area.
Differentiation 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.

<p>Diverse Learners (Mixed Abilities) 4 points</p>		<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Materials 3 points</p>		<p>Thorough list of materials required for the lesson described; Includes quantities and any prep required.</p>	<p>Some keys items described in lesson are listed.</p>	<p>Does not provide a list of materials for lesson.</p>
<p>References 2 points</p>		<p>The student has thoroughly researched the strategies used and provides a comprehensive reference section with minimal to no errors.</p>	<p>The student has researched the strategies, may cite sources in the lesson plan, provides a general reference section.</p>	<p>Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the lesson plan.</p>

Lesson Plan #2, Part II Rubric

	<p>Exceeds Requirements 100%</p>	<p>Meets Requirements 75%</p>	<p>Approaches Requirements 68%</p>	<p>Below Requirements 35%</p>
<p>Guided Practice 8 points</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Independent Practice 8 points</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

<p>Closing & Homework 8 points</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Lesson Reflection 8 points</p>	<p>Lesson reflection is appropriate and relevant to the proposed questions: What would your summative evaluation look like for the overall content standard of your lesson?</p>	<p>Lesson reflection is appropriate to the proposed questions: What would your summative evaluation look like for the overall content standard of your lesson?</p>	<p>Lesson reflection is cursory or limited to the proposed questions: What would your summative evaluation look like for the overall content standard of your lesson?</p>	<p>Lesson reflection is inappropriate to the proposed questions: What would your summative evaluation look like for the overall content standard of your lesson?</p>
		<p>Meets Requirements 100%</p>	<p>Approaches Requirements 68%</p>	<p>Below Requirements 35%</p>
<p>Professional Teaching Standards 4 points</p>		<p>Identified standards for the correct grade and content area; Standards related to lesson described.</p>	<p>Connection between standards and lesson is unclear.</p>	<p>Does not provide the correct standards for the grade and content area.</p>
<p>Social and Emotional Skills 6 points</p>		<p>Clearly indicates the way(s) social and emotional competencies and character skills are supported by the lesson.</p>	<p>More specific details needed to understand how social and emotional competencies and character skills are supported by the lesson.</p>	<p>Does not describe how social and emotional competencies and character skills are supported by the lesson.</p>
<p>Materials 5 points</p>		<p>Thorough list of materials required for the lesson described; Includes quantities and any prep required.</p>	<p>Some keys items described in lesson are listed.</p>	<p>Does not provide a list of materials for lesson.</p>

References 3 points		The student has thoroughly researched the strategies used and provides a comprehensive reference section with minimal to no errors.	The student has researched the strategies, may cite sources in the lesson plan, provides a general reference section.	Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the lesson plan.
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Lesson Plan #2, Part III Rubric

	Exceeds Requirements 100%	Meets Requirements 75%	Approaches Requirements 68%	Below Requirements 35%
Lesson Reflection 50 points	Lesson reflection is appropriate and relevant to the proposed question: how did the content of this course help you create a lesson plan that centered on student learning?	Lesson reflection is appropriate to the proposed question: how did the content of this course help you create a lesson plan that centered on student learning?	Lesson reflection is cursory or limited to the proposed question: how did the content of this course help you create a lesson plan that centered on student learning?	Lesson reflection is inappropriate to proposed question: how did the content of this course help you create a lesson plan that centered on student learning?

Professional Learning Rubric

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
Analysis of Teaching 50 points	Self-evaluation provides a relevant and appropriate explanation with supporting evidence for rating.	Self-evaluation provides an appropriate explanation with supporting evidence for rating.	Self-evaluation provides a limited explanation with minimal supporting evidence for rating.	Self-evaluation provides an inadequate explanation with insufficient to no supporting evidence for rating.
Application 50 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.

Verification of Hours Log Rubric

Points	200	199–147	146–125	125–0
Hours	60 hours spread across multiple lessons within the content area	41-59 hours spread across multiple lessons within the content area	31-40 hours spread across multiple lessons within the content area	0-30 hours spread across multiple lessons within the content area