# Course Details and Selected Assignments - Standard 2: Learning Differences

Table of Contents

[Course Details and Selected Assignments - Standard 2: Learning Differences 1](#_Toc530230162)

[Course: Introduction to Teaching for those without classroom experience (prior to Intern Teaching) 2](#_Toc530230163)

[Course Learning Outcomes 2](#_Toc530230164)

[Course Structure 3](#_Toc530230165)

[Textbooks 4](#_Toc530230166)

[Assignments and Rubric 5](#_Toc530230167)

[Course: Educational Foundations 8](#_Toc530230168)

[Course Learning Outcomes 9](#_Toc530230169)

[Course Structure 9](#_Toc530230170)

[Textbooks 10](#_Toc530230171)

[Example Assignments and Rubrics 11](#_Toc530230172)

[Course: Psycho-Educational Development of Diverse Learner Classroom Application 13](#_Toc530230173)

[Course Learning Outcomes 13](#_Toc530230174)

[Course Structure 13](#_Toc530230175)

[Textbook 14](#_Toc530230176)

[Key Assignment and Rubric 15](#_Toc530230177)

[Course: Supporting Differentiated Learning (Seminar) 20](#_Toc530230178)

[Course Learning Outcomes 20](#_Toc530230179)

[Seminar Structure 20](#_Toc530230180)

[Textbook and General Resources 21](#_Toc530230181)

[Example Assignments 22](#_Toc530230182)

[Course: Principles, Practices and Socio-Cultural Issues of Teaching English 29](#_Toc530230183)

[Course Learning Outcomes 29](#_Toc530230184)

[Course Structure 29](#_Toc530230185)

[Textbook 31](#_Toc530230186)

[Key Assignment and Rubric 31](#_Toc530230187)

[Course: Grading and Goal Setting (Seminar) 37](#_Toc530230188)

[Course Learning Outcomes 37](#_Toc530230189)

[Course Structure 37](#_Toc530230190)

[Textbook 38](#_Toc530230191)

[Example Assignment 38](#_Toc530230192)

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

### Course Learning Outcomes

|  |
| --- |
| **CLO** |
| **CLO1:** Plan a classroom management system with appropriate components for your classroom setting. |
| **CLO2:** Identify specific differentiation strategies to meet the needs of diverse learners in your classroom. |
| **CLO3:** Design a lesson plan that addresses the needs of diverse learners in your classroom. |
| **CLO4:** Design a unit plan that addresses the needs of diverse learners in your classroom. |
| **CLO5:** Analyze the effectiveness of an observed teaching segment in meeting the needs of students. |
| **CLO6:** Formulate a plan to seek support for areas of relative strength and weakness. |

### Course Structure

**Course Overview**

[Week 1: Classroom Management 14](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566031)

[Week 2: Classroom Culture 20](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566032)

[Week 3: Teaching Special Populations 24](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566033)

[Week 4: Lesson Planning 28](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566034)

[Week 5: Unit Planning 32](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566035)

[Week 6: Intern Teaching Responsibilities 36](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566036)

[Week 7: Reflection 39](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566037)

[Week 8: Looking Ahead 41](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566038)

 

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Introductions | End of Week 1 | Administrative Assignments | 5 |
|  | Discussion: Rewards & Consequences | End of Week 1 | Response to Reading Discussions | 7 |
|  | Discussion: Video Observations | End of Week 1 | Resource Sharing Discussions | 7 |
|  | Assignment: Classroom Rules | End of Week 1 | Application to Classroom Assignments | 15 |
| **Week 2** | |  |  |  |
|  | Discussion: First Impressions | End of Week 2 | Response to Reading Discussions | 7 |
|  | Discussion: Grouping & Seat Assignments | End of Week 2 | Resource Sharing Discussions | 7 |
|  | Assignment: Teaching Routines | End of Week 2 | Application to Classroom Assignments | 15 |
| **Week 3** | |  |  |  |
|  | Assignment: Placement Survey | End of Week 3 | Administrative Assignments | 5 |
|  | Discussion: Subsets of Special Populations | End of Week 3 | Response to Reading Discussions | 7 |
|  | Discussion: Resources for ELL/SN/GATE | End of Week 3 | Resource Sharing Discussions | 7 |
|  | Assignment: ELL/SN/GATE Strategies | End of Week 3 | Application to Classroom Assignments | 15 |
| **Week 4** | |  |  |  |
|  | Discussion: Standards-Based Teaching | End of Week 4 | Response to Reading Discussions | 7 |
|  | Discussion: Content Resources | End of Week 4 | Resource Sharing Discussions | 7 |
|  | Assignment: Lesson Plan | End of Week 4 | Application to Classroom Assignments | 30 |
| **Week 5** | |  |  |  |
|  | Discussion: Planning Instructional Time | End of Week 5 | Response to Reading Discussions | 7 |
|  | Discussion: Hooks | End of Week 5 | Resource Sharing Discussions | 7 |
|  | Assignment: Two-Week Unit Plan | End of Week 5 | Application to Classroom Assignments | 22 |
| **Week 6** | |  |  |  |
|  | Assignment: Classroom Observations | End of Week 6 | Application to Classroom Assignments | 15 |
|  | Assignment: Self-Evaluation on the Standards | End of Week 6 | Reflections | 5 |
| **Week 7** | |  |  |  |
|  | Assignment: Maintaining Balance Reflection | End of Week 7 | Reflections | 5 |
|  | Assignment: Support Networks Reflection | End of Week 7 | Reflections | 5 |
| **Week 8** | |  |  |  |
|  | Assignment: Preparation Self-Assessment Reflection | End of Week 8 | Reflections | 5 |
|  | Assignment: Looking Ahead Reflection | End of Week 8 | Reflections | 5 |
| **Total Points** | |  |  | **100** |

### Textbooks

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

ISBN: 978-0325013138

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

ISBN: 978-0965026321

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

ISBN: 978-0976423317

### Assignments and Rubric

***Week 3: Teaching Special Populations***

**Learning Objectives**

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

**Activities and Resources**

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

**Assignments**

|  |  |
| --- | --- |
| **Assignment: Placement Survey** | N/A |
| To help coordinate efforts with the field supervision coordinator and get the most accurate information, we need to get some information from you.  **Complete** the Placement Survey quiz by Sunday. | |

|  |  |
| --- | --- |
| **Discussion: Subsets of Special Populations** | 3.1, 3.2, 3.3 |
| **Select** one of the following chapters, from *Diverse Learners in the Mainstream Classroom*, that is of interest or pertinence to your current or intended classroom placement:   * Ch. 6: Drawing on Multiple Intelligences to Teach Special Populations * Ch. 7: Using Technology to Teach Diverse Populations * Ch. 8: Diversity in Early Childhood * Ch. 9: Teaching Middle School Mathematics for All * Ch. 10: Literacy in a Diverse Society * Ch. 11: Understanding the Human Experience Through Social Studies   **Respond** to the following prompts in the Subsets of Special Populations discussion forum by Wednesday:   What idea(s) did the author discuss that you found useful, relevant, and interesting?   * What do you see as challenges you may encounter working with this special population that the author did not address? Which of the author’s ideas do you think may not work as well as, in your classroom? Why?   **Cite** specific examples, in agreement or disputing, of how the readings informed your views.  **Rename** the title of your response as the chapter number, e.g. Ch. 10, and your name.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to peers that have read the same chapter as you and have not yet received feedback from a classmate. | |

|  |  |
| --- | --- |
| **Discussion: Resources for ELL/SN/GATE** | 3.1, 3.2, 3.3 |
| **Review** the following links for some simple checklists of different ways you can modify your instruction to meet the needs of different populations of students:   Special Needs (SN) Checklist–[Specific Learning Disability Strategies](https://do2learn.com/disabilities/CharacteristicsAndStrategies/SpecificLearningDisability_Strategies.html) from Do2Learn: list is sorted by academic area of focus of different strategies that work with specific content areas or academic needs.   * SN Checklist–[How to Adapt Your Teaching Strategies to Student Needs](http://www.readingrockets.org/article/how-adapt-your-teaching-strategies-student-needs) from Reading Rockets: strategies grouped by various learning modalities. * Gifted and Talented (GATE) Checklist–[Gifted Students: Recommendations for Teachers](http://www.education.udel.edu/wp-content/uploads/2013/01/GiftedStudents.pdf) from the University of Delaware School of Education: general recommendations and ideas for working with GATE students * English Language Learners (ELL) Checklist– [Instructional Strategies for ESL Students Checklist](http://saisd.net/admin/curric/bilingual/pdffiles/instructstratell.pdf) from San Antonio Independent School District: * specific strategies identified for various academic settings. * ELL Checklist–[Strategies for Teaching Science to English Language Learners](http://www.csun.edu/science/ref/language/teaching-ell.html) from Norman Herr, PhD.: strategies described for different modalities.   **Select** one student population, SN, GATE, or ELL, and identify a strategy that looks interesting to you.  **Conduct** additional research to find out more about how this strategy is implemented and how it meets the need of that specific student population.  **Respond** to the following prompts in the Resources for ELL/SN/GATE discussion forum by Friday:   Summarize the strategy.   * Why it would be useful for your selected student population? * Embed a link to the where you found more information about this strategy. It could be a blogpost, an instructional video, a scholarly article, or any other resource that gave you a deeper understanding of the how and why behind this strategy.   **Rename** the title of your response as the student population and the specific strategy, e.g. ELL: Using realia. Check the forum to ensure you have a unique topic that has not already been shared by a peer!  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

|  |  |
| --- | --- |
| **Assignment: ELL/SN/GATE Strategies** | 3.1, 3.2, 3.3 |
| Teachers are expected to know their students well and differentiate instruction to meet the varying needs of their students. Having some strategies in your toolkit will help you to determine how to design a lesson that will support student learning.  **Find** three different strategies that would work for each of the following student populations:   * Gifted and Talented (GATE) * Special Needs (SN) * English Language Learners (ELL)   **Write** an analysis for each student population and strategy combination that includes the following:   * State the population and describe the strategy. * Explain why this strategy works for this special population. * Briefly provide a specific example of how and when you could utilize this strategy in your classroom.   **Note**. You can use your peer’s investigative work in this week’s discussion forum to help get a better understanding of the different strategies and which ones may work well for your age group and content area!  **Submit** your Teaching Routines as a Word document to the assignment forum by Sunday. | |

## Course: Educational Foundations

### Course Learning Outcomes

Candidates begin focusing on application (CLO3)

|  |
| --- |
| **CLO** |
| **CLO1:** Build a philosophical foundation for teaching and translate these beliefs into effective practice in the multicultural and multilingual classroom. |
| **CLO2:** Identify significant historical events and trends in America’s and Arizona’s public education. |
| **CLO3:** Apply methods for designing classroom instruction and lesson planning to address the dynamic nature of the learning process and student’s readiness for learning |
| **CLO4:** Formulate instructional objectives grounded in state standards as the basis for classroom activities. |
| **CLO5:** Determine effective methods to plan and carry out curriculum development grounded in state standards on a short- and long-term basis. |
| **CLO6:** Design a comprehensive classroom management system for the diverse classroom |
| **CLO7:** Develop implementation strategies to insure gender and ethnic equity in the classroom. |

### Course Structure

**Course Overview**

[Week 1: Philosophy on Teaching 14](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465146)

[Week 2: Principles, Theories, Concepts, & Practice 17](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465147)

[Week 3: Teaching for Meaningful Learning 20](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465148)

[Week 4: Developmentally Appropriate Practice 22](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465149)

[Week 5: Classroom Management 24](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465150)

[Week 6: Teaching Diverse Learners 26](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465151)

[Week 7: Teaching Diverse Learners continued 28](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465152)

[Week 8: Good Teaching 30](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465153)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Remembering a Teacher |  | Discussion | 2 |
|  | Assignment: Being a Good Teacher |  | Paper | 4 |
|  | Assignment: Teaching Auto-Ethnography |  | Paper | 4 |
| **Week 2** | |  |  |  |
|  | Discussion: Education Reform |  | Discussion | 2 |
|  | Assignment: Parts of the Curriculum |  | Paper | 4 |
|  | Assignment: Codes of Power |  | Paper | 4 |
|  | Assignment: Responsible Pedagogy |  | Paper | 8 |
| **Week 3** | |  |  |  |
|  | Discussion: How People Learn (HPL) |  | Discussion | 2 |
|  | Assignment: Lesson Plan |  | Paper | 12 |
| **Week 4** | |  |  |  |
|  | Discussion: Educational Objectives |  | Discussion | 2 |
|  | Assignment: Child Development |  | Paper | 4 |
| **Week 5** | |  |  |  |
|  | Discussion: Managing Behavior |  | Discussion | 2 |
|  | Assignment: Classroom Management Plan |  | Paper | 8 |
| **Week 6** | |  |  |  |
|  | Discussion: Culturally Responsive Pedagogy |  | Discussion | 2 |
|  | Assignment: The Trouble with Black Boys |  | Paper | 10 |
| **Week 7** | |  |  |  |
|  | Discussion: Queer Theory |  | Discussion | 2 |
|  | Assignment: Model Minority |  | Paper | 10 |
| **Week 8** | |  |  |  |
|  | Discussion: Course Reflection |  | Discussion | 2 |
|  | Assignment: Good Teaching Ideologies |  | Paper | 16 |
| **Total Points** | |  |  | 100 |

### Textbooks

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

ISBN: 978-0787974640

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

ISBN: 978-0140236170

### Example Assignments and Rubrics

**Week 6: Teaching Diverse Learners**

**Learning Objectives**

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

**Activities and Resources**

|  |  |
| --- | --- |
| **Readings** | 6.1 |
| ***Preparing Teachers for a Changing World***  Ch. 7: Teaching Diverse Learners | |
| ***Alliant Library***  Noguera, P. A. (2003). [The trouble with Black boys: The role and influence of environmental and cultural factors on the academic performance of African American males](http://0-uex.sagepub.com.library.alliant.edu/content/38/4/431.full.pdf+html). *Urban Education*, 38(4), 431-459. | |

**Assignments**

|  |  |
| --- | --- |
| **Discussion: Culturally Responsive Pedagogy** | 6.1 |
| **Respond** to the following prompts in the Culturally Responsive Pedagogy discussion forum by Wednesday:   * What is Culturally Responsive Pedagogy? * What does it have to do with classroom management?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

|  |  |
| --- | --- |
| **Assignment: The Trouble with Black Boys** | 6.1 |
| **Write** a brief response to the following:   * What are your beliefs about boys in the classroom? * Does it differ in what your beliefs about African American boys are? * How do you think about them as students? Behaviorally? * What does Noguera say about their placement in special education classes? * How does the climate you create foster African American boys’ success or failure? * How does the pedagogy you choose foster African American boys’ success or failure? * How do the choices you make connect with what Noguera states about the educational experience African American boys receive?   **Submit** your response by Sunday. | |

## Course: Psycho-Educational Development of Diverse Learner Classroom Application

### Course Learning Outcomes

|  |
| --- |
| **CLO** |
| **CLO1:** Base classroom expectations on the developmentally appropriate abilities of students. |
| **CLO2:** Apply theory and principles of neuroscience cognition to learning and classroom management. |
| **CLO3:** Recognize departures from typical or average development. |
| **CLO4:** Advocate for the needs and rights of children. |

### Course Structure

[Week 1: Nature, Nurture and Plasticity 7](file:///Z:\Arizona\Round%202\FIGs\EDU6005v1%20Faculty%20Instructional%20Guide%20(1).docx#_Toc447878621)

[Week 2: Infants and Toddlers 16](file:///Z:\Arizona\Round%202\FIGs\EDU6005v1%20Faculty%20Instructional%20Guide%20(1).docx#_Toc447878622)

[Week 3: Early Childhood 18](file:///Z:\Arizona\Round%202\FIGs\EDU6005v1%20Faculty%20Instructional%20Guide%20(1).docx#_Toc447878623)

[Week 4: Middle Childhood Part I 20](file:///Z:\Arizona\Round%202\FIGs\EDU6005v1%20Faculty%20Instructional%20Guide%20(1).docx#_Toc447878624)

[Week 5: Advocacy 22](file:///Z:\Arizona\Round%202\FIGs\EDU6005v1%20Faculty%20Instructional%20Guide%20(1).docx#_Toc447878625)

[Week 6: Middle Childhood Part II 24](file:///Z:\Arizona\Round%202\FIGs\EDU6005v1%20Faculty%20Instructional%20Guide%20(1).docx#_Toc447878626)

[Week 7: Adolescence 27](file:///Z:\Arizona\Round%202\FIGs\EDU6005v1%20Faculty%20Instructional%20Guide%20(1).docx#_Toc447878627)

[Week 8: Emerging Adulthood 29](file:///Z:\Arizona\Round%202\FIGs\EDU6005v1%20Faculty%20Instructional%20Guide%20(1).docx#_Toc447878628)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assignment** |  | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion |  | Discussion | 5 |
|  | Week 1 Challenge for a Professional Teacher |  | Challenge | 1 |
| **Week 2** | |  |  |  |
|  | Discussion |  | Discussion | 5 |
|  | Week 2 Challenge for a Professional Teacher |  | Challenge | 1 |
| **Week 3** | |  |  |  |
|  | Discussion |  | Discussion | 5 |
|  | Week 3 Challenge for a Professional Teacher |  | Challenge | 1 |
|  | Course Project Component 1: Project Plan |  | Course Project | 7 |
| **Week 4** | |  |  |  |
|  | Discussion |  | Discussion | 5 |
|  | Week 4 Challenge for a Professional Teacher |  | Challenge | 1 |
|  | Course Project Component 2: Identify the Theorist |  | Course Project | 7 |
| **Week 5** | |  |  |  |
|  | Discussion |  | Discussion | 5 |
|  | Week 5 Challenge for a Professional Teacher |  | Challenge | 1 |
|  | Component 3: Structured Experiences and Assessments |  | Course Project | 7 |
| **Week 6** | |  |  |  |
|  | Discussion |  | Discussion | 5 |
|  | Week 6 Challenge for a Professional Teacher |  | Challenge | 1 |
|  | Component 4: Draft Course Project for Instructor’s Review |  | Course Project | 7 |
| **Week 7** | |  |  |  |
|  | Week 7 Challenge for a Professional Teacher |  | Challenge | 1 |
|  | Component 5: Critiques |  | Course Project | 7 |
|  | Peer Project Critique |  | Peer Project Critique | 9 |
| **Week 8** | |  |  |  |
|  | Discussion |  | Discussion | 5 |
|  | Week 8 Challenge for a Professional Teacher |  | Challenge | 1 |
|  | Component 6: Final Course Project |  | Course Project | 12 |
| **Total Points** | |  |  | **100** |

### Textbook

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

ISBN: 978-1464177354

### Key Assignment and Rubric

|  |  |
| --- | --- |
| **Course Project** | CLO1, CLO2, CLO3, CLO4 |
| The Course Project requires you to apply your understanding of child development and developmental theory to address a common childhood challenge. You will select one childhood challenge that affects children at school and at home. After researching several theoretical approaches to the challenge, you will design digital presentation or website for the PTA suggesting strategies to address the challenge.   * **Step 1**: Select a developmental area (physical, emotional, or cognitive) and research one theorist in that area. Then imagine a child of a specific age. Identify the stage or skill level of the child, according the theorist you selected. * **Step 2**: Select a common skill a child needs to learn. I will approve almost any skill or behavior. Examples:   + Helping Children Learn to Share   + Getting Ready for School   + These Kids are So Messy!   + Teaching Children to Take Turns   + Stay Safe: Teach Your Child His Name, Phone Number and Address   + Supporting Children in Managing Their Weight   + Becoming an Active Family   + Preparing Meals as a Family   + Homework Without the Hassle   + Tips for Enriching Vocabulary   + What to Do When Your Child Bites   + What to Do When Your Child Refuses to Go to School   + Multilingual Families: When You Don’t Speak English at Home * **Step 3**: Design a digital presentation or website for the PTA at your school. Describe the theory that applies to this skill, characteristics of a particular child you imagine needing this support, the current and next stage or skill level, and the interventions and measurement techniques that could help. First describe how to structure and support the child in moving from his current behavior or skill level toward the next skill level, according to the theorist you selected. What does the theorist recommend? What will you do in your classroom to support this learning? What experiences, activities, lessons, techniques, interactions or resources could parents use at home? Identify at least three experiences or lessons you and the families could try that will support the child in learning the skill. How will you measure the results of the experiences or lessons?   Digital presentations may be produced in the digital application of your choice. Options include:   * + Wordpress.com   + Wix   + Weebly   + Google Sites   + Blogger   + Wikispaces   + EduBlogs   + Foliji   + PowerPoint   + Prezi   The Course Project will contain these components, which are due throughout the course. Each Component can be submitted initially as a document. Then the relevant items within each Component will be compiled in the digital resource, either a website or a presentation.  **Course Project Component 1: Project Plan (Due Week 3)**   * **Identify** target skill, concept or behavior that concerns you, and that you want to study in more detail. Why are you interested in this behavior? * **Describe** an imaginary or composite student with this issue. Include age, sex, personality, physical qualities, and any other information that may contribute to the development of the skill or behavior. Do not reveal the name of a real child. It is unnecessary. * **Identify** the tool you will use to create your website or presentation. Provide a rationale for the tool and why this tool was selected over others. * **Identify** an expert reviewer and provide his contact information. The expert reviewer should be a member of the target audience of your web site; i.e. a parent with a child that age, or a teacher of children with this developmental challenge, etc. This person should be willing to take a few minutes to critique your website once it is drafted. There will be several opportunities for your classmates to critique your site, and of course I will review your progress every week. But in addition, identify someone outside our class who will take a few minutes to provide helpful feedback. For example, if the audience for your web site is parents with school age children who struggle to complete their homework, name almost any parent or teacher (we all share that issue!). If you select the challenge of helping children stay fit and trim, select a teacher with this concern for her students. This critique will involve sending your reviewer the link to your website. Then your "expert" should send you an email or speak to you with some ideas on how your website could be improved. This step is informal and not intended to be difficult for you, so select a person who is easy for you to contact. * **Provide** an explanation for why this project is significant to you   **Course Project Component 2: Identify the Theorist (Due Week 4)**   * **Identify** the theorist whose work best applies to addressing the child’s challenge or changing the student’s behavior * **Explain** why you selected this theory. Describe the other theories you considered and why you did not select them to support this situation.   **Course Project Component 3: Structured Experiences and Assessments (Due Week 5)**   * How do you suggest translating your selected theory into practice? * What do you recommend to teachers to implement in their classrooms? * What do you recommend to parents to try at home? * Create at least 3 Structured Experiences and Assessments to reflect the implementation of your selected theory.   **Course Project Component 4: Draft Course Project for Instructor’s Review (Due Week 6)**   * **Submit** your Draft Project for feedback from your Instructor. Revise to feedback.     **Course Project Component 5: Critiques (Due Week 7)**   * **Send** your Draft Project to your Expert Reviewer and post for a classmate’s review. Revise your project to reviewer’s suggestions.   **Course Project Component 6: Final Course Project (Due Week 8)**   * **Submit** your final Course Project.   Each component should be revised to feedback from peers, children, outside experts and the instructor. The final submission is scored separately from each component. | |

Assignment Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **4 points**  **Mastery** | **3 points**  **Proficiency** | **2 points**  **Cursory** | **1 points**  **Deficiency** |
| **Characteristics and theoretical models**  **(x 2)** | Website or presentation features a section that clearly explains characteristics of typical and atypical child development, the theories that apply to assisting the child in moving from one skill level or behavior to the next level, and how teachers and parents can nurture growth in students in the area being presented. The information is detailed and thorough | Website or presentation features a section that appropriately explains characteristics of typical and atypical child development, the theories that apply to assisting the child in moving from one skill level or behavior to the next level, and how teachers and parents can nurture growth in students in the area being presented | Website or presentation features a section that somewhat explains characteristics of typical and atypical child development, the theories that apply to assisting the child in moving from one skill level or behavior to the next level, and how teachers and parents can nurture growth in students in the area being presented. The information is not detailed or there is one or more components missing | Website or presentation does not feature a clear section that explains characteristics of typical and atypical child development, the theories that apply to assisting the child in moving from one skill level or behavior to the next level, and how teachers and parents can nurture growth in students in the area being presented. More than one of the components is missing or the information is limited |
| **Experiences or lessons within the website or presentation**  **(x 2)** | Three experiences or lessons are thorough and clearly provided on the website or presentation that assists parents in supporting their child in learning a new skill  The lessons also include opportunities for students to understand and advocate for strategies that meet their individual learning needs which may include IEPs, IFSPs, and 504 plans | Two experiences or lessons are clearly provided on the website or presentation that assists parents in supporting their child in learning a new skill  The lessons also include opportunities for students to understand and advocate for strategies that meet their individual learning needs which may include IEPs, IFSPs, and 504 plans | Two experiences or lessons are provided and are somewhat clear on the website or presentation | One or two experiences or lessons are provided and are minimal or limited |
| **Resources**  **(x .5)** | Website or presentation contains a clear and thorough resource page or slide(s) that allows access for resources from the community and school.  The resource page clearly explains and includes an option for collaboration, co-teaching, coaching, and/or networking | Website or presentation contains a resource page or slide(s) that allows access for resources from the community and school.  The resource page explains and includes an option for collaboration, co-teaching, coaching, and/or networking | Website or presentation contains a resource page or slide(s) that allows some access for resources from the community and school. There may be limited information  The resource page may explain and include an option for collaboration, co-teaching, coaching, and/or networking | Website or presentation contains a resource page or slide(s) that is minimal or inaccurate |
| **Strategies**  **(x 1)** | Website or presentation includes a page or slide with a clear description of strategies for how the skill will be practiced in school and how teacher and student will communicate to ensure student participation in learning. | Website or presentation includes a page or slide with a description of strategies for how the skill will be practiced in school and how teacher and student will communicate to ensure student participation in learning. | Website or presentation includes a page or slide with a minimal description of strategies for how the skill will be practiced in school and how teacher and student will communicate to ensure student participation in learning. | Website or presentation includes a page or slide without a clear description of strategies for how the skill will be practiced in school and how teacher and student will communicate to ensure student participation in learning. |

## Course: Supporting Differentiated Learning (Seminar)

### Course Learning Outcomes

|  |
| --- |
| **CLO** |
| **CLO1:** Describe instructional strategies that maximize the involvement and provide support to all students. |
| **CLO2:** Differentiate a lesson to specifically meet the needs of students with specific learning and language needs. |
| **CLO3:** Analyze the effectiveness of integrating differentiation strategies into a lesson. |
| **CLO4:** Reflect on differentiation strategies and how to best meet needs of different learners. |

### Course Structure

Planning, Teaching, Analysis, Self-Assessment Segments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| Planning Segment: Readings and Discussions (Weeks 1-3) | |  |  |  |
| **1** | TLC 2.0, Part 3 Graphic Organizer – Week 1 | End of Week 1 | Reading Responses | 3 |
| **1** | Discussion Post #1: Wormelli’s “Busting Myths about Differentiation” | End of Week 1 | Discussion Post/Peer Response | 7 |
| **2** | TLC 2.0, Part 3 Graphic Organizer – Week 2 | End of Week 2 | Reading Responses | 3 |
| **2** | Discussion Post #2: “Rethinking English Language Instruction: An Architectural Approach” | End of Week 2 | Jigsaw Reading Assignment/ Sharing/Peer Response | 7 |
| **3** | TLC 2.0, Part 3 Graphic Organizer – Week 3 | End of Week 3 | Reading Responses | 3 |
| **3** | Discussion Post #3: Multiple Intelligences | End of Week 3 | Reading Assignment/ Sharing/Peer Response | 7 |
| Teaching Segment: Application to teaching (Weeks 4-5) | |  |  |  |
| **4** | Discussion Post #4: Differentiation Resources | End of Week 4 | Reading Assignment/ Sharing/Peer Response | 7 |
| **4** | eJournal #1: Focus students’ descriptors | End of Week 4 | eJournal | 3 |
| **5** | eJournal #2: Focus students’ data | End of Week 5 | eJournal | 3 |
| **5** | Differentiation Assignment | End of Week 5 | Assignment | 17 |
| Analysis Segment: Peer review and self-evaluation (Weeks 6-7) | |  |  |  |
| **6** | Discussion Post #5: “8 Characteristics of Motivated Kids” | End of Week 6 | Reading Assignment/ Sharing/Peer Response | 7 |
| **6** | Discussion Post #6: Differentiation Summary and Artifact Sharing | End of Week 6 | Assignment Sharing/Artifact Posting | 11 |
| **7** | Discussion Post #6, cont.: Differentiation Assignment Peer Feedback | End of Week 7 | Peer Feedback on Discussion Post | 6 |
| **7** | Discussion Post #7: Resource Sharing: Assistive Technology | End of Week 7 | Resource Sharing | 3 |
| **7** | Discussion Post #8: Resource Sharing:  Enrichment Activities | End of Week 7 | Resource Sharing | 3 |
| Reflection Segment: Self-assessment (Week 8) | |  |  |  |
| **8** | Discussion Post #9: “Joaquin’s Dilemma” | End of Week 8 | Reading Assignment/ Sharing/Peer Response | 7 |
| **8** | eJournal #3: Perspective Shifts | End of Week 8 | eJournal | 3 |
| **Total Points** | |  |  | **100** |

### Textbook and General Resources

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

ISBN: 978-0134019642

**Online Resources**

* [National Association of State Directors of Special Education, Inc.](http://www.nasdse.org/)
* Arizona Department of Education– [Exceptional Student Services](http://www.azed.gov/specialeducation/)
* Center for Applied Special Technology–[CAST](http://www.cast.org/)
* [Teacher Tap: Professional Development Resources for Educators & Librarians](http://eduscapes.com/tap/tap1.htm) from eduscapes
* [The National Center for Culturally Responsive Educational Systems](http://www.nccrest.org/)
* National Association for Bilingual Education–[NABE](http://www.nabe.org/)

### Example Assignments

Multiple Intelligences

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

|  |  |
| --- | --- |
| **Discussion Post #3: Multiple Intelligences** | **CLO1:** Describe instructional strategies that maximize the involvement and provide support to all students. |
| We all have our strengths and weaknesses in different areas. This brief article explains what multiple intelligences are and how we can integrate that understanding into our practices to meet the needs of different students. By varying the way we ask students to access and demonstrate their understanding, we can meet the needs of different learners.  The goal of this discussion is to broaden our repertoire of ways to integrate multiple intelligences into our presentation and assessment of student learning across all content areas. Do some research on how to incorporate multiple intelligences into a content area where you wouldn’t expect to find them. For example, a math class would mostly deal with problems that favor those with logical-mathematical intelligences. But, how could you highlight different intelligences in a math class? One example would be [having students create a song to help them memorize the Quadratic Equation](https://www.youtube.com/watch?v=z6hCu0EPs-o).   1. Read the article on Edutopia, “Multiple Intelligences: What Does the Research Say?” using the link provided.   LINK: <http://www.edutopia.org/multiple-intelligences-research?gclid=CJjru8-9us8CFUFrfgodeucDGg>   1. Title your discussion post as “Access/Demonstrate, Intelligence(s) Type, Content, Grade” *(e.g. “Demonstrate, Musical, Math, High School” would describe a strategy in which students access math content through a strategy that highlights musical intelligence.)* 2. In your post, describe a strategy or lesson that could be used in the content area/grade level you teach that would integrate multiple intelligences where you wouldn’t expect them.  * Summarize the strategy or lesson used for students to access the content or for students to demonstrate their understanding * Explain how it incorporates one or more intelligence into a content area where it wouldn’t typically be seen * Provide a hyperlink to any resources you found  1. Respond to at least two of your peer’s posts. It could be a connection, a question, a suggestion, or other meaningful contribution. Your response should be a minimum of 2-3 sentences. | |

|  |  |
| --- | --- |
| **eJournal #1: Choosing Focus Students** | **CLO2:** Differentiate a lesson to specifically meet the needs of students with specific learning and language needs. |
| Focus students are often used to use a “case study” for thinking about and/or designing lessons to meet the needs of special populations. By thinking about how a lesson may or may not meet the needs of a specific focus student, it helps you to be mindful of how the lesson may or may not work for a larger group of students within the class.  The main assignment this term is to differentiate a lesson to meet the needs of different learners. To help focus your assignment, you will select 2 focus students with different learning needs. The first student must be an **English Language Learner** (of any level of language proficiency) and the other student must have a **specific instructional challenge**. (This could mean that the student may have a specific learning disability with an IEP or a 504, “struggling” in an area, or conversely, much more advanced than their peers.)  For each focus student you should provide: (**Note:** Please do not use names or other identifying information in describing the student.)   * Brief description of student’s challenges (academic, or otherwise) * Brief description of student’s strengths (academic, or otherwise) * Explanation of why you chose to focus on this student   Respond to this prompt in a Word document and submit to the Canvas Dropbox by end of Week 4. Your response should not exceed 2 pages. | |

|  |  |
| --- | --- |
| **eJournal #2: Focus Students – Data Collection** | **CLO2:** Differentiate a lesson to specifically meet the needs of students with specific learning and language needs. |
| This is a continuation of last week’s assignment of choosing two focus students and learning more about their needs. Using the same two focus students described in Week 4, provide more in-depth information about each student. You should be able to find this information at the school site by accessing the school’s database, reviewing students’ cumulative files, or talking with other school staff (such as learning specialist or counselors). For any information that is inaccessible, explain why. (**Note:** Please do not use names or other identifying information in describing the student.)  For your focus student who is an English Language Learner provide:   * Age * Grade level * Home language * CELDT scores and proficiency level * Relevant educational history * Relevant information regarding social, emotional, health, developmental or family/home life needs   For you focus student who has a specific instructional challenge, provide:   * Age * Grade level * Home language * Summary of referrals to special education, testing results, IEPs, 504 plans, or other reports * Relevant educational history * Relevant information regarding social, emotional, health, developmental or family/home life needs   Respond to this prompt in a Word document and submit to the Canvas Dropbox by end of Week 5. Your response should not exceed 2 pages. | |

|  |  |
| --- | --- |
| **Differentiation Assignment Guidelines** | **CLO2:** Differentiate a lesson to specifically meet the needs of students with specific learning and language needs. |
| **Overview** Teachers are expected to know their students well and design lessons to meet the needs of different learners. This assignment has you describe a specific lesson and identify specific ways in which you can differentiate your lesson to meet the needs of your two focus students.  **Components** Use the template provided (a modified version of the Lesson Template that emphasized needs of focus students.)   * **Context:** Provide grade level, content area, length and context of the lesson. Explain how the lesson fits into the overall scope of the unit. * **Lesson Plan Summary:** Describe the student and teacher actions occurring for each portion of the lesson (Opening, Introduction to New Material, Guided Practice, Independent Practice, Closing and Homework). Provide timing details that estimate time allocated within each portion. * **Differentiation – EL:** For each portion of the lesson, think about what strategies are being integrated into the lesson that would support your EL focus student. The questions provided should guide your thinking, but do not need to be answered in each lesson portion. * **Differentiation – SN:** For each portion of the lesson, think about what strategies are being integrated into the lesson that would support your special needs focus student (i.e. the student that has a specific learning challenge). The questions provided should guide your thinking, but do not need to be answered in each lesson portion.   **Implementation.** Teach the lesson and collect student work (*e.g.* written assignment, videos of students doing an activity, photos of projects, etc.) that show students demonstrating knowledge to share with peers in upcoming weeks.  **Submission:** By the end of Week 5, you should upload your Differentiation Assignment to the Canvas Dropbox link. You will need to post your Differentiation Artifact to your Peer Group Discussion by the end of Week 6. | |

Differentiated Learning

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

|  |  |
| --- | --- |
| **Discussion Post #4: Differentiation Resources** | **CLO1:** Describe instructional strategies that maximize the involvement and provide support to all students. |
| There are many, many resources for how to meet the needs of diverse learners. The goal of this discussion is to share resources and broaden our repertoire of strategies that work with different special populations.   1. Look through the resources provided below or find one that meets a need you have.  * Larry Ferlazzo Blog: A collection of many different websites that provide differentiation strategies. Pick one of the links to explore. LINK: <http://larryferlazzo.edublogs.org/2012/01/09/the-best-resources-on-differentiating-instruction/> * Teaching Channel video collection on differentiation: A collection of videos demonstrating differentiation in a variety of setting. Pick one of the videos to watch. LINK: <https://www.teachingchannel.org/videos?page=1&categories=topics_differentiation&load=1>  1. Title your discussion post as “Resource Name” 2. In your post,  * Summarize the resource/strategy * Describe what student population is serves and how it meets their needs. * Discuss how this would or wouldn’t work with your student population. * Be sure to embed a working hyperlink to the resource you found so others can readily access it.  1. Respond to at least two of your peer’s posts. It could be a connection, a question, a suggestion, or other meaningful contribution. Your response should be a minimum of 2-3 sentences. | |

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

|  |  |
| --- | --- |
| **Discussion Post #6: Differentiation Summary and Artifact Sharing** | **CLO3:** Analyze the effectiveness of integrating differentiation strategies into a lesson. |
| This is an opportunity to think more critically about the implementation of your differentiation strategies, get peer feedback and suggestions on your differentiation. You should have taught the lesson integrating your differentiation strategies and collected artifacts from the lesson (*e.g.* written assignment, videos of students doing an activity, photos of projects, etc.) that show students demonstrating knowledge to share with peers in upcoming weeks.  Your **Differentiation Summary** should include:   1. Title your discussion as “Content Area/Grade Level” 2. **Summarize your lesson:** Summarize the lesson you taught to students 3. **Summarize ELL strategies:** Cite some of the strategies you used to support language needs of your ELL focus student. Share your observations of how the lesson (as evidenced by the work) did or did not meet their needs. 4. **Summarize SN strategies:** Cite some of the strategies you used to support academic needs of your SN focus student. Share your observations of how the lesson (as evidenced by the work) did or did not meet their needs.   **Focus students’ work to support your submission.** Submit artifacts to clearly show others how the two focus students demonstrated their understanding. Examples may include videos (or links to videos) showing them talking or performing, electronic copies of written work, or another method to share their work. (**Note:** Please do not use names or other identifying information when sharing the artifacts.) | |

|  |  |
| --- | --- |
| **Discussion Post #8: Resource Sharing – Enrichment Activities** | **CLO1:** Describe instructional strategies that maximize the involvement and provide support to all students. |
| GATE (Gifted and Talented) students easily be overlooked in a classroom and become bored. There are some great enrichment activities available online through WebQuests, online learning platforms, videos, self-explorations of museum artifacts, etc. Think about how you could continue to challenge your advanced students to the next level and share the resource with your peers.   1. Title your discussion post as “Content Area – Enrichment Activity Name” 2. In your post:  * Describe the enrichment activity * Explain how it could be utilized in your content area to keep GATE (or advanced) students challenged in your content area  1. Provide a hyperlink to the resource. (Could be an article explaining its use, site offering the service, etc.) | |

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

### Course Learning Outcomes

|  |
| --- |
| **CLO** |
| **CLO1**: Determine the effective application of first and second language acquisition theories. |
| **CLO2**: Evaluate the philosophy, design, goals, and characteristics of programs for English Language Learners. |
| **CLO3**: Analyze the impact of state and federal mandates on placement and instructional programs for English language learners. |
| **CLO4**: Compare instructional strategies for English Language Arts and English language development. |
| **CLO5**: Apply materials, methods, and strategies for English learners that lead to the rapid acquisition of grade-level listening, speaking, reading, and writing skills in English. |
| **CLO6**: Apply knowledge and skills in developing content-area instruction for English language learners. |
| **CLO7**: Analyze classroom instructional strategies to effectively facilitate content and language learning of English language learners. |
| **CLO8**: Interpret assessments of English Language Learners to effectively use appropriate measures for assessment and monitoring of English Language Learners for language development and content knowledge in the core curriculum. |
| **CLO9**: Apply knowledge of the historical and cultural traditions and values of major ethnic groups into classroom instruction. |

### Course Structure

**Course Overview**

[Week 1: The Effects of Culture on Teaching 14](#_Toc447642533)

[Week 2: EL Program Design & Second Language Acquisition 17](#_Toc447642534)

[Week 3: Effective English Learner Instruction 20](#_Toc447642535)

[Week 4: Oral Language Development Strategies 23](#_Toc447642536)

[Week 5: Literacy and Vocabulary Development Strategies for EL Students 27](#_Toc447642537)

[Week 6: SDAIE Instruction and the Writing Process for EL Students 30](#_Toc447642538)

[Week 7: Authentic Assessment and the use of Rubrics for Evaluation 33](#_Toc447642539)

[Week 8: Standards-Based and Understanding by Design Lesson Planning 36](#_Toc447642540)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Building Community |  | Discussion | 5 |
|  | Discussion: Connecting with Students |  | Discussion | 5 |
|  | Assignment: Visual Presentation |  | Presentation | 10 |
| **Week 2** | |  |  |  |
|  | Discussion: Second Language Acquisition |  | Discussion | 5 |
|  | Assignment: The Ideal English Learner Program |  | Paper | 10 |
| **Week 3** | |  |  |  |
|  | Discussion: Effective Instruction of English Learners |  | Discussion | 5 |
|  | Assignment: ELD/SDAIE Lesson Plan Analysis |  | Lesson Plan | 10 |
| **Week 4** | |  |  |  |
|  | Discussion: Developing Oral Language Skills |  | Discussion | 5 |
|  | Discussion: Oral Language Strategies |  | Discussion | 5 |
|  | Assignment: Oral Language Development Strategies |  | Lesson Plan | 15 |
| **Week 5** | |  |  |  |
|  | Discussion: Promoting Early Literacy |  | Discussion | 5 |
|  | Discussion: Vocabulary Development |  | Discussion | 5 |
|  | Assignment: Literacy and Writing Development Strategies |  | Lesson Plan | 15 |
| **Week 6** | |  |  |  |
|  | Discussion: Content Standards & English Learners |  | Discussion | 5 |
|  | Discussion: Writing Process |  | Discussion | 5 |
|  | Assignment: SDAIE Lesson Plan |  | SDAIE Lesson Plan | 15 |
| **Week 7** | |  |  |  |
|  | Discussion: Authentic Assessment |  | Discussion | 5 |
|  | Discussion: Rubrics for Authentic Assessments |  | Discussion | 5 |
|  | Assignment: Authentic Assessment with Scoring Rubric |  | SDAIE Lesson Plan | 15 |
| **Week 8** | |  |  |  |
|  | Discussion: Understanding by Design |  | Discussion | 5 |
|  | Assignment: Standards-Based SDAIE Curriculum Unit |  | Project | 45 |
| **Total Points** | |  |  | **200** |

### Textbook

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

ISBN: 978-0132892971

### Key Assignment and Rubric

**Key Assessment 1 of 2: ELD/SDAIE Lesson Plan Analysis**

**Task:** Write a 700-to 1,000-word analysis of one of your own lesson plans or an existing one in your content area of choice. If you do not have one

readily available, go to www.teachers.net or www.lessonplanspage.com to locate one you can use.

Analyze the lesson plan for its effectiveness in meeting the needs of:

* Mainstream learners
* Common core or content standards
* Goals and objectives
* Appropriate instructional strategies
* English learners
* ELD standards
* Specific instructional strategies
* Assessment

Note. Utilize the Sheltered Instruction (SDAIE) Checklist from Ch. 3 of Reading, Writing, and Learning in ESL to determine the presence or

absence of specific instructional strategies for the English learner.

Consider the following as you analyze the lesson plan:

* What major components exist in this lesson plan?
* What essential components are missing?
* How effective would this plan be for meeting the needs of English learners?

Provide two suggestions for improvement that would make this a high-quality lesson containing the appropriate lesson components for English learners.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **4 points**  **Mastery** | **3 points**  **Proficiency** | **2 points**  **Cursory** | **1 points**  **Deficiency** |
| **Major components included in the lesson plan**  **(x 1)** | Teacher candidate clearly and thoroughly identifies English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) components that are included in the lesson plan  Among the components to be analyzed are:  \*Mainstream learners  \*Common core or content standards  \*Goals and objectives  \*Appropriate instructional strategies  \*English learners  \*ELD standards  \*Specific instructional strategies  \*Assessment | Teacher candidate appropriately and accurately identifies English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) components that are included in the lesson plan  Among the components to be analyzed are:  \*Mainstream learners  \*Common core or content standards  \*Goals and objectives  \*Appropriate instructional strategies  \*English learners  \*ELD standards    \*Specific instructional strategies  \*Assessment | Teacher minimally identifies English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) components that are included in the lesson plan  Among the components to be analyzed are:  \*Mainstream learners  \*Common core or content standards  \*Goals and objectives  \*Appropriate instructional strategies  \*English learners  \*ELD standards  \*Specific instructional strategies  \*Assessment | Teacher candidate inaccurately identifies English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) components that are included in the lesson plan and/or the components are missing  Among the components to be analyzed are:  \*Mainstream learners  \*Common core or content standards  \*Goals and objectives  \*Appropriate instructional strategies  \*English learners  \*ELD standards  \*Specific instructional strategies  \*Assessment |
| **Essential components missing in the lesson plan**  **(x 1)** | Teacher candidate clearly and thoroughly identifies English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) components that are missing in the lesson plan  Among the components to be analyzed are:  \*Mainstream learners  \*Common core or content standards  \*Goals and objectives    \*Appropriate instructional strategies  \*English learners  \*ELD standards  \*Specific instructional strategies  \*Assessment | Teacher candidate appropriately and accurately identifies English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) components that are missing in the lesson plan  Among the components to be analyzed are:  \*Mainstream learners  \*Common core or content standards  \*Goals and objectives  \*Appropriate instructional strategies  \*English learners  \*ELD standards  \*Specific instructional strategies  \*Assessment | Teacher candidate minimally identifies English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) components that are missing in the lesson plan  Among the components to be analyzed are:  \*Mainstream learners  \*Common core or content standards  \*Goals and objectives  \*Appropriate instructional strategies  \*English learners  \*ELD standards  \*Specific instructional strategies  \*Assessment | Teacher candidate inaccurately identifies English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) components that are missing in the lesson plan  Among the components to be analyzed are:  \*Mainstream learners  \*Common core or content standards  \*Goals and objectives  \*Appropriate instructional strategies  \*English learners  \*ELD standards  \*Specific instructional strategies  \*Assessment |
| **Effectiveness for meeting the needs of English learners (EL)**  **(x .5)** | The analysis of the lesson plan clearly explains the effectiveness for meeting the needs of English learners | The analysis of the lesson plan accurately explains the effectiveness for meeting the needs of English learners | The analysis of the lesson plan minimally explains the effectiveness for meeting the needs of English learners | The analysis of the lesson plan inaccurately explains the effectiveness for meeting the needs of English learners |
| **Suggestions for improvement to ensure an appropriate lesson plan for English learners**  **(x 1.5)** | Two suggestions for improvement to ensure an appropriate lesson plan for English learners are clearly and thoroughly explained | Two suggestions for improvement to ensure an appropriate lesson plan for English learners are accurately and appropriately explained | Two suggestions for improvement to ensure an appropriate lesson plan for English learners are minimally explained | Two suggestions for improvement to ensure an appropriate lesson plan for English learners are inaccurately explained or an explanation is missing |

**Key Assessment 2 of 2: Oral Language Development Strategies Lesson Plan**

Task:

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

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

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

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

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

**Note**. Cite the sources of the strategies you selected.

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

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

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

* A detailed description of the strategy.
* Your evaluation of the effectiveness of your teaching of the strategy or strategies.
* Your evaluation of the success of the strategy or strategies in allowing EL students to improve their skills.
* If students were able to engage in repeated practice of the strategy or strategies during the week, any improvements in your EL students.
* Two suggestions for how you could improve the oral language development of your students.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **4 points**  **Mastery** | **3 points**  **Proficiency** | **2 points**  **Cursory** | **1 points**  **Deficiency** |
| **Pre-reflection paragraph**  **(x .5)** | Teacher candidate showed clear and detailed evidence in the pre-reflection of the Interpretation of English learners' assessment data and where to locate that information to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction | Teacher candidate showed accurate and appropriate evidence in the pre-reflection of the Interpretation of English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction | Teacher candidate showed minimal or limited evidence in the pre-reflection of the Interpretation of English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction | Teacher candidate showed inaccurate or was missing evidence in the pre-reflection of the Interpretation of English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction |
| **Lesson plan created by teacher candidate**  **(x 2)** | Lesson plan written by the teacher candidate is clear, detailed, and addresses all of the following components:  \*uses thorough knowledge of students to plan lesson  \*uses research-based instructional strategies, scaffolding, SDAIE and ELD strategies  \*evidence of adaptions of subject matter, curriculum, organization, and planning to support all students including EL and SPED in the least restrictive environment | Lesson plan written by the teacher candidate is clear and uses knowledge of students including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning | Lesson plan written by the teacher candidate is limited in detail and information and minimally uses knowledge of students including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning | Lesson plan written by the teacher candidate is inappropriate or inaccurate and does not use knowledge of students including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning |
| **Post-reflection analysis**  **(x 1.5)** | Teacher candidate post-reflection is clear, thorough, and detailed regarding the:  \*planning, designing, implementation, and monitoring of instruction  \*effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students  \*evidence of the use of instructional strategies that include the use of developmentally, linguistically, and culturally appropriate learning activities, materials, and resources that include **all** students | Teacher candidate post-reflection has accurate detail regarding the:  \*planning, designing, implementation, and monitoring of instruction  \*effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students  \*evidence of the use of instructional strategies that include the use of developmentally, linguistically, and culturally appropriate learning activities, materials, and resources that include **all** students | Teacher candidate post-reflection is minimally detailed regarding the:  \*planning, designing, implementation, and monitoring of instruction  \*effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students  \*evidence of the use of instructional strategies that include the use of developmentally, linguistically, and culturally appropriate learning activities, materials, and resources that include **all** students | Teacher candidate post-reflection has missing items regarding the:  \*planning, designing, implementation, and monitoring of instruction  \*effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students  \*evidence of the use of instructional strategies that include the use of developmentally, linguistically, and culturally appropriate learning activities, materials, and resources that include **all** students |

## Course: Grading and Goal Setting (Seminar)

### Course Learning Outcomes

|  |
| --- |
| **CLO** |
| **CLO1:** Describe assessments to monitor students’ progress used at different points of instruction. |
| **CLO2:** Explain specific instructional decisions, based on outcomes of student assessments, to best meet individual student and group needs. |
| **CLO3:** Analyze the effectiveness of various assessments to monitor students’ progress. |
| **CLO4:** Determine the best use of assessment tools to monitor student progress and inform instruction. |

### Course Structure

Planning, Teaching, Analysis and Self-Evaluation Segments

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

### Textbook

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

ISBN: 978-1-118-90185-4

### Example Assignment

|  |  |
| --- | --- |
| **Discussion: Fair Isn’t Always Equal** | 1.3 |
| In Rick Wormelli’s book, *Fair Isn’t Always Equal: Assessing & Grading in the Differentiated Classroom*, he discusses various ways to differentiate grading and assessments to make them more equitable to learners with different needs. Wormelli and his publishers have summarized most of these ideas in a series of short videos.  **View** the “[Rick Wormeli: Introduction to Assessment and Grading in the Differentiated Classroom](https://youtu.be/8uo-r3eVWlA?list=PLs8CQn-vIjyXXq8d3-iJhDa3Pa5MU97AU)” video [1:03] from YouTube.  **Select** two of the following videos to view from YouTube:   * “[Rick Wormeli: Standards-Based Grading](https://youtu.be/h-QF9Q4gxVM?list=PLs8CQn-vIjyXXq8d3-iJhDa3Pa5MU97AU)” [8:42] * “[Rick Wormeli: On Late Work](https://youtu.be/FHeij2Zfil4?list=PLs8CQn-vIjyXXq8d3-iJhDa3Pa5MU97AU)” [7:47] * “[Rick Wormeli: How Much Should Homework Count?](https://youtu.be/nMJ-vEl4WB8?list=PLs8CQn-vIjyXXq8d3-iJhDa3Pa5MU97AU)” [7:00] * “[Rick Wormeli: Formative and Summative Assessment](https://youtu.be/rJxFXjfB_B4?list=PLs8CQn-vIjyXXq8d3-iJhDa3Pa5MU97AU)” [4:48] * “[Rick Wormeli: School Leaders Working With Faculty](https://youtu.be/4RJU8BbGvBs?list=PLs8CQn-vIjyXXq8d3-iJhDa3Pa5MU97AU)” [6:10] * “[Rick Wormeli: Redos, Retakes, and Do-Overs, Part One](https://youtu.be/TM-3PFfIfvI?list=PLs8CQn-vIjyXXq8d3-iJhDa3Pa5MU97AU)” [8:33] * “[Rick Wormeli: Redos, Retakes, and Do-Overs, Part Two](https://youtu.be/wgxvzEc0rvs?list=PLs8CQn-vIjyXXq8d3-iJhDa3Pa5MU97AU)” [8:31] * “[Rick Wormeli: Gradebooks](https://youtu.be/NC7ZI8zr_Mk?list=PLs8CQn-vIjyXXq8d3-iJhDa3Pa5MU97AU)” [7:07] * “[Rick Wormeli: Defining Mastery](https://youtu.be/nPUqKp-n_hs?list=PLs8CQn-vIjyXXq8d3-iJhDa3Pa5MU97AU)” [4:25]   **Respond** to the following prompts, in two-to three-sentences, in the Fair Isn’t Always Equal discussion forum by Wednesday of Week 2:   * Summarize what Wormeli discusses from the two videos you selected. * Connect his ideas to your own classroom practices. * Which elements of assessment discussed would or would not work for your classroom setting? Why?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday of Week 2. It could be a connection, an inquiry, or other meaningful contribution. If possible, respond to posts that have not yet received feedback from a classmate. | |