# Course Details and Selected Assignments: Standard 5: Application of Content

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## 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)

 

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|  | **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

|  |  |
| --- | --- |
| **Discussion: Hooks** | 5.2 |
| Hooks are those activities that get students excited to learn the material. They are memorable touchstones that can frame the rest of the unit. They help make the content meaningful, relevant and interesting. They can be short demos, fieldwork, videos, real world applications, mysteries, etc. I think it helps to have a ‘hook’ at the beginning of a unit of study since it is a great way to get students excited about learning new material or skills.  **Respond** to the following prompts in the Hooks discussion forum by Friday:   * Describe the unit of study you will be teaching * Explain what your “hook” will be and how it will engage students * Embed a link to a related resource if possible and relevant   **Rename** the title of your response as the grade, content area, and ‘hook’ idea.  **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. | |

## Course: Applied Linguistics Seminar: Reading

### Course Learning Outcomes

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| --- |
| **CLO** |
| **CLO1:** Explain first and second language acquisition theories emphasizing the connection between first language literacy and second language development and the psychological and socio-cultural factors of second language acquisition. |
| **CLO2:** Describe phonology, morphology, syntax, semantics, and pragmatics as part of English language structure. |
| **CLO3:** Explain the philosophy, design, goals, and characteristics of programs for English Language learners. |
| **CLO4:** Determine the impact of state and federal mandates pertaining to the education of English language learners on students’ placements and instructional programs. |
| **CLO5:** Compare ELPS and ELA standards. |
| **CLO6:** Determine effective techniques to use materials, methods, and strategies for ELD that lead to the rapid acquisition of grade-level listening, speaking, reading, and writing skills in English. |
| **CLO7:** Determine the effective application of classroom management strategies to facilitate content and language learning of English Language Learners. |
| **CLO8:** Analyze historical and cultural traditions and values of major ethnic groups to incorporate those resources into classroom instruction. |

### Course Structure

**Course Overview**

[Week 1: Foundations of Research 16](#_Toc454178286)

[Week 2: Word Study 19](#_Toc454178287)

[Week 3: Word Study–Continued 22](#_Toc454178288)

[Week 4: Fluency 24](#_Toc454178289)

[Week 5: Vocabulary 27](#_Toc454178290)

[Week 6: Reading & Comprehension 29](#_Toc454178291)

[Week 7: Reading & Comprehension–Continued 32](#_Toc454178292)

[Week 8: Organizing & Managing Literacy Instruction 34](#_Toc454178293)

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| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Introductions |  | Discussion | 6 |
|  | Discussion: Learning to Read |  | Discussion | 16 |
| **Week 2** | |  |  |  |
|  | Discussion: Reading Success & Literacy |  | Discussion | 16 |
|  | Assignment: Week Two Quiz |  | Quiz | 30 |
| **Week 3** | |  |  |  |
|  | Discussion: ELL Students |  | Discussion | 16 |
|  | Assignment: Week Three Quiz |  | Quiz | 30 |
| **Week 4** | |  |  |  |
|  | Discussion: Fluency |  | Discussion | 16 |
|  | Assignment: Journal Articles |  | Written Assignment | 30 |
| **Week 5** | |  |  |  |
|  | Discussion: Comprehension |  | Discussion | 16 |
|  | Assignment: Lesson Plan |  | Written Assignment | 40 |
| **Week 6** | |  |  |  |
|  | Discussion: Comprehension |  | Discussion | 16 |
|  | Assignment: Field Work |  | Written Assignment | 50 |
| **Week 7** | |  |  |  |
|  | Discussion: Reading |  | Discussion | 16 |
| **Week 8** | |  |  |  |
|  | Discussion: Writing |  | Discussion | 16 |
|  | Course Project: WebQuest |  | Course Project | 100 |
|  | Course Project: Peer Review |  | Discussion | 6 |
| **Total Points** | |  |  | **420** |

### Textbook

Vacca, J., Vacca, R., Gove, M., Vurkey, L., Lenhart, L., & McKeon, C. (2011). *Reading and Learning to Read* (8th ed.). Pearson Education: NY

Print ISBN: 978-013-2596848

eText ISBN: 978-0133071870

### Example Assignments and Rubrics

|  |  |
| --- | --- |
| **Readings** | 7.1, 7.2, 7.3 |
| ***Reading and Learning to Read***  Ch. 14 Making the Transition to Content Area Texts | |
| ***Textbook Resources***  **Review** the following presentation from *Reading and Learning to Read*: Ch. 14 Making the Transition to Content Area Texts. | |
| ***Web Resources***   * “[The Benefits of Teaching with Non-Fiction](http://www.learnnc.org/lp/multimedia/19274)” video [6:05] from Learn NC: K-12 Teaching and Learning from the UNC School of Education. * “[My Classroom Economy](http://www.scholastic.com/teachers/top_teaching/2010/01/class-economy)” video [6:05], part of the “My Classroom Economy: Bringing the "Real World" Into the Classroom” blog by Beth Newingham from Scholastic. | |

**Assignments**

|  |  |
| --- | --- |
| **Discussion: Reading** | 7.1, 7.2, 7.3 |
| **Review** the readings from *Reading and Learning to Read*.  **Respond** to the following prompts in the Reading discussion forum by Wednesday:   * Expository text can be challenging to young readers because of the unfamiliar concepts and vocabulary it presents. What are some tools that can be used to help students analyze expository text structures and pull apart the text to uncover the main idea and supporting details? * Can this be accomplished with e-texts? * How can teachers use the Internet to assist students with content learning? * After viewing the webcasts what might you, as a teacher, need to consider when it comes to making texts user friendly?   **Cite** the texts or other literature in your response.  **Reply** to one classmate’s post applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/) by Sunday. Respond to a post that has not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| **Course Project: WebQuest** | CLO1, CLO5, CLO6, CLO9 |
| A well-designed WebQuest will develop a learner’s critical thinking skills by focusing on using information rather than looking for information.  **View** the WebQuest PowerPoint presentation.  **Design** a WebQuest for your content area that includes literacy development strategies learned in the course. This could be a Social Science, Art, or other subject area WebQuest that supports literacy development.  **Utilize** [Zunal](http://zunal.com/), [QuestGarden](http://questgarden.com/) or a program of your choice to develop your WebQuest.  **Consider** the following elements in the design of your WebQuest:   * Visual appeal * Navigation and flow * Leveling of tasks to move students to higher cognitive skills * Standards alignment * Clarity of process * Relevance and quality of resources * Evaluation criteria   **Submit** a link to your WebQuest by Friday. | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **4 points**  **Mastery** | **3 points**  **Proficiency** | **2 points**  **Cursory** | **1 points**  **Deficiency** |
| **Navigation and Flow**  **(x 1)** | WebQuest clearly connects subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning  It clearly promotes digital literacy and citizenship | WebQuest appropriately connects subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning  It appropriately promotes digital literacy and citizenship | WebQuest minimally connects subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning  It minimally promotes digital literacy and citizenship | WebQuest does not connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning  It does not promote digital literacy and citizenship |
| **Use of resources and materials**  **(x 1)** | WebQuest clearly uses and adapts resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum | WebQuest appropriately uses and adapts resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum | WebQuest minimally uses and adapts resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum | WebQuest inappropriately uses and adapts or does not use resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum |
| **Task and process sections of WebQuest (a)**  **(x 1)** | Both sections clearly promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection | Both sections appropriately promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection | Both sections minimally promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection | One or both of the sections do not promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection |
| **Task and Process sections of the WebQuest (b)**  **(x 1)** | Both sections clearly demonstrate knowledge of effective teaching strategies. They also use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning | Both sections appropriately demonstrate knowledge of effective teaching strategies. They also use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning | Both sections minimally demonstrate knowledge of effective teaching strategies. They also use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning | None or one of the sections demonstrates knowledge of effective teaching. They also do not use digital tools and learning technologies across learning environments that are appropriate in creating new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning |
| **Evaluation section of WebQuest**  **(x 1)** | Clearly (and with much detail) applies knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer assessments, including use of scoring rubrics | Appropriately applies knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer assessments, including use of scoring rubrics | Minimally applies knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer assessments, including use of scoring rubrics | Does not apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer assessments, including use of scoring rubrics |

## 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)

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| --- | --- | --- | --- | --- |
|  | **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: State 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

### Example Assignments

**Week 7: Authentic Assessment and the use of Rubrics for Evaluation**

**Learning Objectives**

|  |  |
| --- | --- |
| * 1. Explain the attributes of authentic assessment. | CLO8 |
| * 1. Determine the criteria and quality standards for an effective rubric. | CLO8 |
| * 1. Evaluate a lesson plan to incorporate an authentic assessment. | CLO8 |

**Activities and Resources**

|  |  |
| --- | --- |
| **Readings** |  |
| ***Reading, Writing, and Learning in ESL***  **Review** the following sections of Ch. 3: Classroom Practices for Effective English Learner Instruction:   * How are English Learners Assessed * Definition and Purposes of English Learner Assessment * Basic Concepts and Terms Used in Assessment * Limitations of Standardized Language Proficiency Tests * Principles of Classroom-Based Assessment   **Read** the Scoring Guide for Whining document. | |
| ***Online Resources***   * [Authentic Assessments Rubrics](http://www.ndtwt.org/Blackboard/P2SST2/rubric.htm) from the North Dakota Teaching with Technology Initiative * Callison, D. (1998). [*Authentic Assessment*](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/edchoice/SLMQ_AuthenticAssessment_InfoPower.pdf). Originally published School Library Media Activities Monthly 14, no.5, reprinted from the American Library Association. * Goodrich, H. (1997). [Understanding Rubrics](http://www.ascd.org/publications/educational-leadership/dec96/vol54/num04/Understanding-Rubrics.aspx), *Teaching for Authentic Student Performance*, 54(4), 14-17 from ASCD: Educational Leadership. * [Scoring Guide for Whining](http://www.classroomfreebiestoo.com/2016/01/scoring-guide-for-whining.html) from Classroom Freebies too! * Wiggins, Grant (1990). [The case for authentic assessment](http://pareonline.net/getvn.asp?v=2&n=2). *Practical Assessment, Research & Evaluation online*, 2(2). | |
| ***Rubrics for Teachers***  While many teachers are familiar with developing rubrics, for others this is not a common practice. Two websites which could be very helpful in developing your rubric are:   * Teacher Planet–[Rubrics for Teachers](http://www.teacherplanet.com/rubrics-for-teachers?ref=rubrics4teachers): This site is very helpful. While you need to register, it is free, and allows you to download rubrics by subject area, created by teachers. In addition, you can post rubrics that you create to the site. One caution is that you will want to be careful with the rubrics as some are better than others. But, it could be very useful to compare the different rubric samples by subject area. * 4 Teachers–[Rubistar](http://rubistar.4teachers.org/index.php): A very easy to use site that allows teachers to easily design rubrics. They provide customizable rubrics based on type of project that can easily be adapted to your specific authentic assessment. | |

**Assignments**

|  |  |
| --- | --- |
| **Discussion: Authentic Assessment** | 7.1 |
| **Respond** to the following prompts in the Authentic Assessment discussion forum by Wednesday:   * What do you understand authentic assessment to be? * Select one of the activities from your SDAIE Lesson Plan to create an authentic assessment.   + Describe the original assessment.   + Why did you select this assessment?   **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. | |

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| **Discussion: Rubrics for Authentic Assessments** | 7.2 |
| **Review** the *Understanding Rubrics* article from this week’s readings.  **Respond** to the following prompts in the Rubrics for Authentic Assessment discussion forum by Friday:   * How can rubrics be used to evaluate authentic assessments? * What has been your experience with rubrics, either as a teacher or student?   **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. | |

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| --- | --- |
| **Assignment: Authentic Assessment with Scoring Rubric** | 7.2, 7.3 |
| Grant Wiggins defines authentic assessment as, "...Engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field." (Wiggins, 1993, p. 229).  **Create** a one page authentic assessment for one of the activities in the SDAIE Lesson Plan that you developed in Week Six. Use your creativity to design an engaging task or problem that mimics a real life situation where students will need to demonstrate knowledge, critical thinking, reflection, and other skills in a systematic way in order to complete or solve it.  **Note**. While quizzes and tests are valid methods of traditional assessment, they are not usually considered authentic assessment and should be avoided for this assignment.  **Develop** a one page rubric for evaluating your authentic assessment. A rubric is what allows you to evaluate an assessment in a systematic way and helps ensure that you are truly measuring student performance in a reliable fashion.  **Include** a copy of your original SDAIE Lesson Plan when you submit this assignment.  **Submit** your authentic assessment, rubric, and original lesson plan by Sunday.  **Reference**: Wiggins, G. P. (1993). *Assessing student performance*. San Francisco: Jossey-Bass Publishers. | |

## Course: Elementary Education Methods

### Course Learning Outcomes

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

### Course Structure

**Course Overview**

[Week 1: Language Arts 13](#_Toc454622520)

[Week 2: Language Arts–Continued 15](#_Toc454622521)

[Week 3: Mathematics 18](#_Toc454622522)

[Week 4: Mathematics–Continued 20](#_Toc454622523)

[Week 5: Science 22](#_Toc454622524)

[Week 6: Science–Continued 23](#_Toc454622525)

[Week 7: History/Social Science 25](#_Toc454622526)

[Week 8: History/Social Science–Continued 27](#_Toc454622527)

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|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Introductions |  | Discussion | 10 |
|  | Discussion: State Standards and Literature |  | Discussion | 10 |
| **Week 2** | |  |  |  |
|  | Discussion: Universal Access |  | Discussion | 10 |
|  | Assignment: ELA Mini Task |  | Lesson Plan | 20 |
| **Week 3** | |  |  |  |
|  | Discussion: Effective Math Program |  | Discussion | 10 |
|  | Discussion: Math Problem |  | Discussion | 10 |
| **Week 4** | |  |  |  |
|  | Discussion: A Math Lesson |  | Discussion | 10 |
|  | Discussion: Word Problem |  | Discussion | 10 |
|  | Assignment: Math Lesson Plan |  | Lesson Plan | 20 |
| **Week 5** | |  |  |  |
|  | Discussion: Technology |  | Discussion | 10 |
|  | Assignment: Effective Program |  | Assignment | 10 |
| **Week 6** | |  |  |  |
|  | Discussion: Hands-On Experiments |  | Discussion | 10 |
|  | Assignment: Science Activity |  | Assignment | 10 |
| **Week 7** | |  |  |  |
|  | Discussion: Self-Awareness |  | Discussion | 10 |
|  | Assignment: History–Social Science Activity |  | Assignment | 10 |
| **Week 8** | |  |  |  |
|  | Discussion: 3R’s |  | Discussion | 10 |
|  | Discussion: Teaching about Slavery |  | Discussion | 10 |
|  | Assignment: Classroom Management Plan |  | Assignment | 10 |
|  | Assignment: History/Social-Science Lesson Plan |  | Lesson Plan | 20 |
| **Total Points** | |  |  | **220** |

### Resources

Arizona K-12 Standards Section: <http://www.azed.gov/standards-practices/>

### Example Assignments

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| **Assignment: ELA Mini Task** | 2.1 |
| ***Literacy Design Collaborative***  **Read** the [LDC Mini-Tasks and Universal Design for Learning (UDL)](https://ldc.org/blog/posts/ldc-mini-tasks-and-universal-design-learning-udl-leslie-buffen-and-vicki-griffo) by Leslie Buffen and Vicki Griffo blog post.  **Read** about [Mini-Tasks](https://ldc.org/how-ldc-works/mini-tasks) from the LDC website.  **Create** your own English Language Arts mini-task using one of the [LDC Task Templates](https://ldc.org/resources).  **Note**. To utilize one of the templates you will need to create an account on the LDC website:   * Go to the LDC Home page: <https://ldc.org> * Click on LCD Core Tools Log In * Create a free account * Click on LDC Library from the menu at the top * Click Create in the upper right hand area * Select new mini task from the drop down menu * Create your mini-task using the online tools * Select your grade level, targeted skill, – ensure you select Additional Academic Standards and AZ as your state as well as grade level * Save your mini task   **Export** your completed mini-task to a PDF file.  **Submit** the PDF file to the ELA Mini Task assignment forum on Canvas by Sunday.  **Note**. You can also browse ready-made mini tasks first to see what other teachers have done. You can submit your finished products to be reviewed and used by other teachers. You can also create whole unit plans (modules). | |

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|  | **Exemplary**  **4 points** | **Good**  **3 points** | **Needs Improvement**  **2 points** | **Poor**  **1 point** |
| **Task**  (x2) | The task is well paced for one to two weeks focusing on one or more texts that involve students in addressing an interesting question, issue, or topic as they read and write. The task encourages students to engage in critical thinking and sharing ideas through discussion, speaking, and listening. | The task is paced for one to two weeks focusing on one or more texts that involve students in addressing an interesting question, issue, or topic as they read and write. The task encourages students to engage in critical thinking and sharing ideas through speaking and listening. | The task is not well paced for one to two weeks focusing on one or more texts that involve students in addressing an interesting question, issue, or topic as they read and write. The task somewhat encourages students to engage in critical thinking and sharing ideas through speaking, and listening. | The task is not well paced for one to two weeks focusing on one or more texts that involve students in addressing an interesting question, issue, or topic as they read and write. The task does not encourage students to engage in critical thinking and sharing ideas through discussion, speaking, and listening. |
| **Skills**  (x1) | The reading, writing, and other literacy skills students will develop are strong. Skills are identified from the requirements of the teaching task. | The reading, writing, and other literacy skills students will develop are clear. Skills are identified from the requirements of the teaching task. | The reading, writing, and other literacy skills students will develop are unclear. Skills are identified from the requirements of the teaching task. | The reading, writing, and other literacy skills students will develop are unclear. Skills are not matched to the requirements of the teaching task. |
| **Instruction**  (x2) | Instruction is well organized around teacher-ready short classroom assignments that teach the skills necessary to complete the teaching task. There is a well-developed formative assessment for monitoring what students are learning and provide opportunities for teachers to correct any misunderstandings or skill weaknesses students may have. | Instruction is organized around teacher-ready short classroom assignments that teach the skills necessary to complete the teaching task. There is a formative assessment for monitoring what students are learning and provide opportunities for teachers to correct any misunderstandings or skill weaknesses students may have. | Instruction is organized around teacher-ready short classroom assignments that teach the skills necessary to complete the teaching task. The formative assessment for monitoring what students are learning does not provide opportunities for teachers to correct any misunderstandings or skill weaknesses students may have. | Instruction is organized around teacher-ready short classroom assignments that teach the skills necessary to complete the teaching task. There is no formative assessment for monitoring what students are learning does not provide opportunities for teachers to correct any misunderstandings or skill weaknesses students may have. |

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| **Discussion: 3R’s** | 8.1 |
| **View** the “[3R’s: Revolution, Reaction, and Reform](https://www.teachingchannel.org/videos/teaching-complex-concepts)” video [15:04] from the Teaching Channel. The video provides teaching tips to help students understand complex, abstract concepts. This example uses a 4th grade social studies lesson, but can be applied to other subjects. Quick Write, group discussion, and I See, I Think, I Wonder, are teaching ideas that help students to understand concepts.  **Respond** to the following prompts in the 3R’s discussion forum by Wednesday:   * How can the 'Quick Write’ be used to activate prior knowledge and as a pre-assessment? * What is the purpose of ‘I see, I think, I wonder’? * How does the wide variety of photos help students understand the various meanings of revolution?   **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. | |

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| **Discussion: A Math Lesson** | 4.1 |
| **View** the “[Third Grade Math: A Complete Lesson](https://www.teachingchannel.org/videos/classroom-daily-routines)” video [26:27] from Teaching Channel. The video explores how effective daily routines help students concentrate and learn. It looks at how Math routines like Mental Math and Fast Facts can be used in a classroom.  **Respond** to the following prompts in the A Math Lesson discussion forum by Wednesday:   * What does Ms. Saul consider when planning her day? * How does Ms. Saul create a math period that is both varied and routine? * What strategies does Ms. Saul use to maximize instructional time?   **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. | |

[some math problems tied to local knowledge and ideas]

**Week 6: Science–Continued**

**Learning Objectives**

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| * 1. Apply instructional strategies and curriculum development methods to create a dynamic lesson plan. | CLO2, CLO3, CLO4 |

**Assignments**

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| **Discussion: Hands-On Experiments** | 6.1 |
| **Respond** to the following prompt in the Hands-On Experiments discussion forum by Wednesday:   * Why are hands-on experiments so important for elementary school learners? * How can you integrate science into different subject areas? * What is science inquiry? How do you do it?   **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. | |

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| **Assignment: Science Activity** | 6.1 |
| **Design** an experiment using one of the following for second grade as listed in the [Next Generation Science Standards](https://www.nextgenscience.org/):   * Chose a disciplinary core idea and * A science and engineering practice   **Develop** a lesson plan for your experiment using the Lesson Plan template.  **Include** a description of how you would prepare and discuss this process using critical thinking questions to the students.  **Submit** your Lesson Plan by Sunday. | |

## Course: Curriculum and Instruction (Seminar)

### Course Learning Outcomes

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| **CLO** |
| **CLO1:** Describe instructional strategies that maximize the level of academic rigor. |
| **CLO2:** Identify relevant state standards for student’s specific grade level and content area and integrate into a lesson plan. |
| **CLO3:** Analyze the effectiveness of a teaching segment for chosen focus areas. |
| **CLO4:** Determine the implementation and use of standards with the integration of disciplinary literacy. |

### Course Structure

Planning, Teaching, Analysis and Self-Evaluation/Reflection Segments

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|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Weeks 1–3: Planning Segment** | |  |  |  |
|  | Assignment: Week 1 Reading Guide | End of Week 1 | Planning Segment | 3 |
|  | Discussion: Introduction to State and inTASC Standards | End of Week 1 | Planning Segment | 7 |
|  | Assignment: Week 2 Reading Guide | End of Week 2 | Planning Segment | 3 |
|  | Discussion: Exploration in the State and inTASC Standards | End of Week 2 | Planning Segment | 7 |
|  | Assignment: Week 3 Reading Guide | End of Week 3 | Planning Segment | 3 |
|  | Discussion: Disciplinary Literacy | End of Week 3 | Planning Segment | 7 |
| **Weeks 4–5: Teaching Segment** | |  |  |  |
|  | Discussion: Tools & Resources | End of Week 4 | Teaching Segment | 7 |
|  | Assignment: eJournal #1–Lesson Alignment to State Standards | End of Week 4 | Teaching Segment | 3 |
|  | Assignment: Classroom Snapshot | End of Week 5 | Teaching Segment | 17 |
|  | Assignment: eJournal #2–Classroom Snapshot Reflection | End of Week 5 | Teaching Segment | 3 |
| **Weeks 6–7: Analysis Segment** | |  |  |  |
|  | Discussion: Myths & Rigor | End of Week 6 | Analysis Segment | 7 |
|  | Discussion: Classroom Snapshot Share-Out | End of Week 7 | Analysis Segment | 17 |
|  | Assignment: eJournal#3–Takeaways from Classroom Snapshot Assignment | End of Week 7 | Analysis Segment | 3 |
|  | Assignment: eJournal#4– Self-Assessment of State and inTASC Standards Knowledge and Use | End of Week 7 | Analysis Segment | 3 |
| **Week 8: Reflection Segment** | |  |  |  |
|  | Discussion: Literacy & Social Justice | End of Week 8 | Refection Segment | 7 |
|  | Assignment: eJournal #5–Perspective Shifts | End of Week 8 | Refection 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 Assignments

**Weeks 4–5: Teaching Segment**

**Learning Objectives**

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| * 1. Explain strategies that integrate content-specific reading and writing skills across various content areas. | CLO2 |
| * 1. Determine methods to effectively design and teach a lesson that is aligned to one or more Arizona Content Standards. | CLO2 |
| * 1. Analyze specific success and challenges in an Arizona Content Standards-aligned lesson taught to your students. | CLO4 |

Activities and Resources

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| **Readings** | 2.1, 2.2, 2.3 |
| **Review** the Weeks 1–3: Planning Segment readings as needed. | |

**Assignments**

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| **Discussion: Tools & Resources** | 2.1 |
| As we are asking teachers to integrate more literacy skills into various content areas, it is important to provide you with some concrete tools to help you do so. The goal of this discussion is to have you research some ideas, and share resources to broaden your repertoire of strategies that scaffold reading and writing assignments.  **Explore** the resources provided below or find one that meets a need you have:  Excellence in Literacy Instruction: [Tips and tools](http://www.lindahoyt.com/tips.html) by Linda Hoyt, author of Revisit, Revise, Retell: Time-Tested Strategies for Teaching Reading Comprehension, provides many of the strategies from her book online. She summarizes the strategies and provides examples of worksheets that could be used to help students of different grade levels with reading comprehension.   * [Excellence in Education](http://www.barbarablackburnonline.com/free-resources/downloads-for-books/rigor-is-not-a-four-letter-word/) from Blackburn Consulting Group, Inc. Elizabeth Blackburn, Ph.D., author of Rigor is Not a Four Letter Word, provides many templates for different content areas to aid in reading and writing across various content areas. * [Narrowing the Language Gap: The Case for Explicit Vocabulary Instruction](http://teacher.scholastic.com/products/authors/pdfs/Narrowing_the_Gap.pdf) by Kevin Feldman and Kate Kinsella from Scholastic Professional Paper. This article explains the importance of explicit academic vocabulary instruction with some strategies on how to implement them. * [Dr. Kate Kinsella - Part I - Explicit Accountable Vocabulary Instruction](https://vimeo.com/59314153) video [13:42] on Vimeo. Kate Kinsella, Ed.D., is an expert on academic vocabulary. This video shows Dr. Kinsella demonstrating some of the strategies from the article in a clip from one of her seminars.   **Respond** to the following prompts in the Tools & Resources discussion forum by Wednesday of Week 4:  Summarize the resource or strategy.   * Describe how it embeds literacy skills into a content area. * How would or wouldn’t this work with your student population? * Embed a working hyperlink to the resource you found so others can readily access it.   **Rename** the title of your response as “Resource or Strategy Name – 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 posts that have not yet received feedback from a classmate. | |

## Course: Technology in the Curriculum

### Course Learning Outcomes

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| **CLO** |
| **CLO1:** Apply theories of instructional design and technology to educational lessons and resources. |
| **CLO2:** Critique theories in instructional design and technology in education. |
| **CLO3:** Evaluate applications of instructional design theory and technology in education. |

### Course Structure

**Course Overview**

[Week 1: Blended Learning & Flipped Classrooms (Module One) 13](#_Toc448760810)

[Week 2: Technology & Education Policy (Module Two) 16](#_Toc448760811)

[Week 3: Media Literacy, Learning Theories, Multimedia, & Instructional Design (Module Three) 20](#_Toc448760812)

[Week 4: Anchored Instruction, Situated Cognition, & Goal-Based Scenarios (Module Four) 23](#_Toc448760813)

[Week 5: Teaching and Learning by Design & Problem and Case Based Learning (Module Five) 26](#_Toc448760814)

[Week 6: Games, Simulation, Microworlds, & Programming in Learning (Module Six) 29](#_Toc448760815)

[Week 7: Communities of Practice, Learning Communities, & Data Analysis (Module Seven) 31](#_Toc448760816)

[Week 8: Evaluation (Module Eight) 34](#_Toc448760817)

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|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Introductions |  | Discussion | 4 |
|  | Course Project: Educational Technology |  | Discussion | 4 |
|  | Blended Learning Lesson Plan |  | Lesson Plan | 5 |
| **Week 2** | |  |  |  |
|  | Policy Initiatives for Technology in the Curriculum |  | Discussion | 4 |
|  | Technology in the Classroom |  | Lesson Plan | 5 |
|  | Project Idea |  | Course Project | 2 |
| **Week 3** | |  |  |  |
|  | Course Project and Media |  | Discussion | 4 |
|  | Media Literacy Lesson |  | Lesson Plan | 5 |
| **Week 4** | |  |  |  |
|  | Course Project and Varied Lessons |  | Discussion | 4 |
|  | Varied Lesson Plan |  | Lesson Plan | 5 |
| **Week 5** | |  |  |  |
|  | Course Project and Learning by Design |  | Discussion | 4 |
|  | Learning by Design Lesson Plan |  | Lesson Plan | 5 |
|  | Course Project: Contact Page |  | Course Project | 4 |
| **Week 6** | |  |  |  |
|  | Gaming, Simulation, Microworlds, & Programming |  | Discussion | 4 |
|  | Course Project and Gaming, Simulation, Microworlds, & Programming |  | Discussion | 4 |
| **Week 7** | |  |  |  |
|  | Virtual Learning Communities |  | Discussion | 4 |
|  | Course Project and Collaboration |  | Discussion | 4 |
|  | Adapted Lesson Plan |  | Lesson Plan | 5 |
| **Week 8** | |  |  |  |
|  | Assess Learning |  | Discussion | 4 |
|  | Course Project: Educational Technology |  | Course Project | 10 |
|  | Presentation Evaluations |  | Course Project | 10 |
| **Total Points** | |  |  | **100** |

### Resources

Journals articles are provided in the Canvas LMS for this course as described in the readings for the assignments

### Example Assignment with Rubric

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| **Course Project: Educational Technology** | CLO1, CLO2, CLO3 |
| **Imagine** school or district has been receiving an abundance of calls from parents questioning the use of technology in the classroom.  Create website or document for parents, students, and administrators outlining how you incorporate technology into the educational plan for your class(es).  Utilize one of the following to create your forum or use one of your choosing:  **Part I: Project Design**   * **Locate** classmates with similar areas of interest to form groups of 2-3 people by the end of Week One. * **Select** a freeware or software application to build your Educational Technology Project. Explore possible options provided below or propose your own suggestions:   + [EZClassSites](http://www.ezclasssites.com/)   + [Weebly](http://www.weebly.com/)   + [Google Sites](https://sites.google.com) * **Note**. You are not limited to the options provided. It is encouraged that you test you comfort levels and use applications or resources you are not familiar with.   Include the following information:  • Types of technology you plan to use and a description of them  • A place to report evaluation information such as surveys and findings.  Draft a letter specifically to parents describing your educational plan and technology policies. Include the steps you take to ensure student privacy online. Reference the readings this week in the assignment.   * **Incorporate** or provide resources and support for the following elements in your Project:   + Television and video *(Week Three)*   + Instructional design theories *(Week Three)*   + Situated cognition *(Week Four)*   + Anchored instruction *(Week Four)*   + Goal-based Scenario *(Week Four)*   + Learning by design *(Week Five)*   + Teaching agents *(Week Five)*   + Gaming, simulation, micro worlds, or programming *(Week Six)*   + Situated learning, social networking, virtual learning communities, and collaboration *(Week Seven)*   **Support** your project design with references from the course readings.  **Part II: Documentation Support**   * **Write** a 1,200-to 1,500-word paper that describes how each of the above elements were incorporated into your Educational Technology Project. Include references to course readings. * **Submit** the paper and a link to your project by Tuesday.   **Part III: Presentation**   * **Create** a 2-to 3-minute narrated and animated presentation to the school district highlighting the main points of your Educational Technology Project. Include references to course readings. * **Present** your project to a partner group by Thursday. | |

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| **Criteria** | **4 points**  **Mastery** | **3 points**  **Proficiency** | **2 points**  **Cursory** | **1 points**  **Deficiency** |
| **Connections to stakeholders**  **(x 2)** | Website is clear and user friendly for students, families, and other members of the school community regarding communication, achievement expectations and student progress | Website is user friendly for students, families, and other members of the school community includes at least two of the following components:  communication, achievement expectations, and student progress | Website is somewhat user friendly for students, families, and other members of the school community with one or more of the following components missing:  communication, achievement expectations, and student progress | Website is difficult to use in relation to communication with students, families, and other members of the school community  Communication, achievement expectations and student progress may be missing or are difficult to understand or to locate on website |
| **Website components**  **(x 1)** | Website has 7 or 8 of the following components:  \*television  \*video  \*gaming simulation  \*micro worlds  \*social networking  \*virtual learning  \*collaboration  \*situated learning | Website has 5 or 6 of the following components:  \*television  \*video  \*gaming simulation  \*micro worlds  \*social networking  \*virtual learning  \*collaboration  \*situated learning | Website has 3 or 4 of the following components:  \*television  \*video  \*gaming simulation  \*micro worlds  \*social networking  \*virtual learning  \*collaboration  \*situated learning | Website has 1 or 2 of the following components:  \*television  \*video  \*gaming simulation  \*micro worlds  \*social networking  \*virtual learning  \*collaboration  \*situated learning |
| **Equitable access to the curriculum**  **(x 1)** | There is very clear evidence of the adaptions, accommodations, and/or modifications of the website to facilitate equitable access to the curriculum on the website | There is appropriate evidence of the adaptions, accommodations, and/or modifications of the website to facilitate equitable access to the curriculum on the website | There is some evidence of the adaptions, accommodations, and/or modifications of the website to facilitate equitable access to the curriculum on the website | There is little or no evidence of the adaptions, accommodations, and/or modifications of the website to facilitate equitable access to the curriculum on the website |
| **Communication with parents**  **(x 1)** | The letter to parents on the website clearly explains all of the following components:  \*how the website can engage their student  \*how the website will support their learning  \*expectations of digital citizenship  \*expectations of Internet security | The letter to parents on the website clearly explains at least 3 of the following components:  \*how the website can engage their student  \*how the website will support their learning  \*expectations of digital citizenship  \*expectations of Internet security | The letter to parents on the website explains at least 2 of the following components:  \*how the website can engage their student  \*how the website will support their learning  \*expectations of digital citizenship  \*expectations of Internet security | The letter to parents on the website explains one of the following components:  \*how the website can engage their student  \*how the website will support their learning  \*expectations of digital citizenship  \*expectations of Internet security |
| **Data analysis and information**  **(x .5)** | Website has a very clear and easy-to-find section or place to report evaluation information such as surveys and findings | Website has a section or place to report evaluation information such as surveys and findings | Website has a section or place to report evaluation information such as surveys and findings, but it is difficult to locate | Website does not have a clear section or place to report evaluation information such as surveys and findings |