

CEL 610 – Effective Instruction
Spring 2018

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Office Hours (and location): Monday, Wednesday 4-5 pm; Virtual

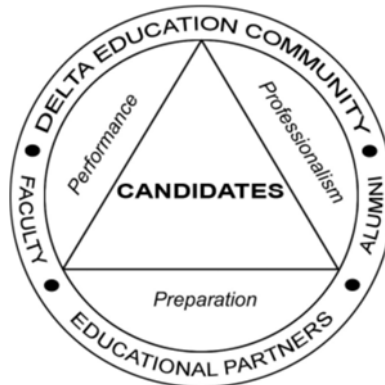
COURSE TEXT Kauchak, D. & Eggen, P. (2012). *Learning & teaching: Research-based methods* (6th ed.) Upper Saddle River, New Jersey: Pearson. ISBN: 9780132999298

COURSE DESCRIPTION This course is designed to engage candidates in evidence-based practices in planning and teaching a diverse population of students, while exhibiting appropriate dispositions for effective teaching. Emphasis is placed upon helping candidates understand the complex scientific nature of issues related to effective teaching, and developing their capacity to investigate research-based strategies, evaluate such strategies for relevance to their own teaching context, and translating appropriate instructional strategies to their own classroom practices.

PURPOSE The purpose of this course is to provide candidates with classroom and field experiences in which they will develop the knowledge, skills, and dispositions associated with evidenced-based instructional practices.

College of Education Conceptual Framework

DELTA P3 MODEL



Vision: The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects candidate development through the triad of preparation, performance and professionalism, supported by the greater Delta educational community (faculty, educational partners, and alumni).

Guiding Principles:

1. **Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. **Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. **Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. **Education is enhanced by technology**, infused throughout programs and services. (GP5)

Diversity Statement

In accordance with CAEP Advanced Program Standards 1 & 2 and Standard IV of the Middle Childhood/Generalist and Standard II of the Early Childhood/Generalist areas of the National Board for Professional Teaching Standards, candidates will have opportunities to work with faculty and other candidates on projects dealing with ethnicity, race, socioeconomic levels, and learning needs.

Diversity Proficiencies (D.P.) Expected of all Candidates (CF = Delta P3 Model; DRS = Dispositions Rating Scale)

Candidates will:

1. Develop the capacity to teach in diverse settings with students and colleagues of varying backgrounds, ethnicities, capabilities, and beliefs (CF 1, 3; DRS 3)
2. Identify contextual factors that may influence student learning and act upon those factors in planning curriculum and instruction (CF 2, 3, 4; DRS 2)
3. Establish classroom and school climate that reflects the belief that all students have the ability to learn (CF 2, 3, 4; DRS 1, 2, 4)
4. Differentiate instruction and experiences based on contextual factors and the diverse needs of learners (CF 2, 3, 4, 5; DRS 1, 2, 4)
5. Use appropriate assessment strategies to serve the diverse needs of learners (CF 3, 4; DRS 1,2)

SPECIFIC LEARNING OUTCOMES

1. Demonstrate understanding of historical research efforts to define good teaching. (GP 3, 4; NBPTS, ML 2,3,4,5; NBPTS, EC 2,4,6; CAEP 1, 2)
 - 1.1 Define good teaching as revealed by the research.
 - 1.2 Summarize the “teacher effectiveness” research.
 - 1.3 Explain the importance of teacher knowledge and its impact on student learning.
 - 1.4 Describe the implications for teacher expectations.
 - 1.5 Describe the role of motivation in the teaching/learning relationship.
2. Demonstrate understanding of student diversity and its impact on teaching and learning. (GP 3; NBPTS, ML 2,3,4,5; NBPTS, EC 2,4,6; CAEP 1, 2)
 - 2.1 Define student diversity.
 - 2.2 Describe facets of student diversity (cultural, language, socioeconomic, learning

- abilities, etc.) and appropriate instructional implications for each.
- 2.3 Describe culturally responsive instruction.
 - 2.4 Demonstrate the ability to effectively plan and teach students with a variety of diverse characteristics.
3. Demonstrate best practices in planning and teaching that effectively meet the needs of all learners, including students with diverse characteristics such as culture, language, gender, abilities, etc. (GP 2,3; NBPTS, ML 2,3,4,5; NBPTS, EC 2,4,6; CAEP 1, 2)
 - 3.1 Discuss the rationale for implementing sound inclusive practices in the classroom.
 - 3.2 Plan specific lesson parts and complete lessons based on evidence-based practices.
 - 3.3 Teach lessons in a field setting based on sound educational practices
 - 3.4 Reflect on instructional practices and their impact on student learning.
 4. Demonstrate knowledge of current research literature implicating effective instructional practices for all learners. (GP 2, 4, 5; NBPTS, ML 2, 10; NBPTS EC 5, 6; CAEP 1)
 - 4.1 Summarize research articles from ERIC and What Works Clearinghouse that identify effective instructional strategies for diverse learners.
 - 4.2 Demonstrate the ability to implement research-based strategies in the design and implementation of interventions for struggling learners.
 5. Demonstrate an understanding of differentiating instruction to meet the needs of diverse learners (GP 2, 3, 4; NBPTS ML 1; NBPTS EC 1, 4, 6; CAEP 1)
 - 5.1 Analyze research on differentiating instruction.
 - 5.2 Demonstrate knowledge of general principles of differentiating instruction.
 - 5.3 Translate the principles of differentiated instruction into lesson development and implementation.
 6. Demonstrate understanding of the major tenets of Universal Design for Learning (UDL). (GP 2,3,4; NBPTS, ML 2,3,5; NBPTS, EC 2, 6; CAEP 1, 2)
 - 6.1 Demonstrate knowledge of the professional vocabulary specific to UDL.
 - 6.2 Discuss the 4 curricular pillars of UDL.
 - 6.3 Discuss the goals of UDL.
 - 6.4 Develop a lesson implementing the pillars of UDL.
 7. Demonstrate knowledge of the role of instruction in effective classroom management practices (GP 1, 2, 3, 4; NBPTS, EC 9; CAEP 1, 2)
 - 7.1 Discuss strategies for effectively using instruction to manage an elementary classroom.
 - 7.2 Develop an engaging instructional activity that contributes to the accomplishment of a specific learning goal and is suitable for the beginning of class time.

MAJOR STUDENT ACTIVITIES

Group Discussions (4 discussions @ 10 pts each to total 40 points): Read the related chapter(s) and view the assigned video before attempting the discussion. You are required to submit 200-300 word responses to each Discussion. You are also required to submit a substantive response (100-200 words per response) to at least 2 of your classmates' discussions each week discussions are required. Responses that do not meet the word count requirements will not be counted as participation and will not receive points.

Professional Readings & Article Reviews (4 reviews @ 20 pts each to total 80 points): Read, summarize, and report on articles from professional journals and What Works Clearinghouse related directly to effective instructional practices.

Case Analysis Research Paper (50 pts): Analyze an elementary classroom (grades K-6) in light of its diverse learners and contextual factors and develop a paper that identifies and justifies appropriate evidence-based practices to meet the needs of the learners.

Lesson Plan Portfolio (100 pts): Plan a series of lessons based on sound planning principles, teach a specific lesson plan in an approved setting, and reflect on each lesson. Only Plan 3 requires a video of the implementation. Video-record Plan 3 and submit it via Canvas or upload it as an unlisted YouTube or google drive video and email me the link.

Tests (2 @ 100 pts each to total 200 pts): Text readings and discussion will be the basis for the tests.

EVALUATION AND GRADING

<i>Discussions</i>	<i>Scoring guide</i>	<i>4 @ 10 pts to total 40</i>
<i>Article Reviews</i>	<i>Rubric</i>	<i>4 @ 20 pts to total 80</i>
<i>Case Analysis Research Paper</i>	<i>Rubric</i>	<i>50 pts</i>
<i>Lesson Plan Portfolio</i>	<i>Scoring guide</i>	<i>100</i>
<i>Tests</i>		<i>2 @ 100 pt to total 200</i>

Points Earned	% of total possible points	Grade
440-470	94 – 100	A
393-439	84 – 93	B
346-392	74 – 83	C
299-345	64 – 73	D
0-298	0 – 63	F

ATTENDANCE (DSU Attendance Policy)

Regular and punctual attendance at all scheduled online classes and activities is expected of all students and is regarded as integral to course credit. Attendance shall be taken at each online class meeting.

A student will be considered to be in attendance in an online class when the individual 1) participates in online discussion about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 3) completes assignments; or 4) takes tests. Logging into an online course without active participation does not constitute attendance.

The last date of attendance will be the date the student last logged into the course and met one of the four criteria above.

Each student is directly responsible to the individual professor for absences from online class meetings and for making up work missed. Attendance will be taken weekly by the instructor. Failure to log into the class on a weekly basis and 1) participate in online discussion about academic matters; or 2) initiate contact with faculty to ask questions about subject studies; or 3) complete assignments; or 4) take tests will result in an absence for the week. A student with active participation less than 75% will be dropped and receive a grade of F in the class.

PARTICIPATION

Students are expected to participate in all online group discussions and class meetings. Failure to participate in the weekly group discussion will count as an absence. Only authorized absences will be recognized for make-up work/test missed. Students will be entitled to make up work according to the following regulations: in cases of personal illness and illness within the student's immediate family (medical excuse required); in cases of death in the immediate family; personal emergencies (handled on an individual basis at the discretion of the instructor); and absences authorized by the Vice-President for Academic Affairs. Failure to log into the class on a weekly basis and 1) participate in online discussion about academic matters; or 2) initiate contact with faculty to ask questions about subject studies; or 3) complete assignments; or 4) take tests will result in an absence for the week. A student with active participation less than 75% will be dropped and receive a grade of F in the class.

TECHNOLOGY ISSUES

The Office of Information Technology (OIT) provides 24/7 technical support for all campus Canvas users. Students may contact OIT for technical assistance several ways. If you experience technical difficulties or need technical assistance with this course, contact OIT's 24-hour Help Desk via email at helpdesk@deltastate.edu. Or you may contact them by phone at 662-846-4444 or 866-264-1465 (toll-free). Please include the course name and your 900# when contacting the Help Desk.

Additional information concerning technical assistance can be found by clicking the Help button on the course Home Page.

ACADEMIC HONESTY POLICY (pg 29)

Delta State University expects all students to adhere to the highest moral academic standards.

Unethical and dishonest behavior will not be tolerated and could invoke severe penalties.

Academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication, falsification, forgery, and/or any misuse of university documents whether academic or administrative, tampering with any admission requirement documents to gain entrance into the university under a false pretense, selling or distributing written or oral information, and stealing, buying, or selling any administrative or academic document.

Cheating and Plagiarism

DEFINITIONS:

Cheating - taking credit for work which has been completed by another person, or assisting others in the misrepresentation of their academic work. Examples include, but are not limited to the following:

- taking answers from another student's paper or allowing answers to be taken from one's own paper during an examination or quiz;
- the use of notes or any other aid not specifically allowed or approved by the instructor;
- unauthorized access to an un-administered examination or quiz and dissemination of the same;
- collaboration on take-home examinations unless specifically approved by the instructor;
- receiving editorial assistance on a course assignment beyond that expressly allowed by the instructor;
- collaborating with another person in the preparation of any assignment offered for credit when such collaboration is prohibited by the instructor; and
- submitting the same work for credit in more than one course, regardless of whether or not such submission occurs within the same term. An exception may be granted if the student receives written permission in advance from his/her instructor(s).

Plagiarism - the appropriation of ideas, facts, phrases, or additional materials (such as maps, charts, artwork, or computer programs) from any source without giving proper credit or offering appropriate documentation. Any material in a paper, report, art-work, or computer program which is not acknowledged is understood to be the original work of the author, unless the material is considered general knowledge. Students who are unsure whether they have used and documented source material correctly should consult with their instructor prior to submission of the assignment.

PENALTIES FOR DISHONESTY

If it is believed that an academic honesty violation has occurred, the instructor should schedule a conference with the student to present the violation and evidence. If, following the consultation, the faculty member still believes the student has committed an act of academic dishonesty, the faculty member may recommend an appropriate sanction, such as a grade of zero on the test, examination, or paper in question, retake of a test or examination, extra work, failure in the course, suspension, or a combination of these sanctions. The faculty member shall inform the student of the recommended sanction. The faculty member then shall submit a written report of the matter (including Cheating/Plagiarism Document) to the department/division chair, the dean of the school/college in which the course was offered, and, if different, the student's academic dean, and the Provost, with a copy to the student. In the case of a graduate student, the dean of the Graduate Studies shall be given a copy. This notification will remain confidential in compliance with policies protecting student privacy. If the recommended sanction is dismissal, the provost shall inform the president, and the president shall direct the registrar to inform the student of the recommendation of the dismissal. In each case, copies of the notification of a recommended sanction shall be sent by the registrar to the faculty member, the department/division chair, the dean of the school or college in which the course was offered, and if different, the student's academic dean.

CIVILITY ONLINE/NETIQUETTE:

All communication for online discussions, emails, and other forms of communication should be appropriate, reflect professionalism, and should utilize Standard English and grammar. Refrain from all profanity and personal discussions. Use the following guidelines for communicating in this course:

- In most situations, typing in all caps is inappropriate. Most readers tend to perceive it as shouting.
- Sarcasm can (and will) backfire. Err on the side of being overly polite and ensure there is no sarcastic tone in your message.
- Make an effort to exhaust your search options before asking a question. For questions related to class structure such as due dates or policies, refer to the syllabus.
- Always make an effort to use proper punctuation, spelling and grammar.
- Stick to the basic black text color—if you need to emphasize something in your sentence use bold or italicized words.
- Keep email messages short and to the point.
- Personal information should not be shared in Canvas.

Taken from Erstead, W. (2014). 9 netiquette guidelines online students should know.

<http://www.rasmussen.edu/student-life/blogs/college-life/netiquette-guidelines-every-online-student-needs-to-know/>

ADA STATEMENT

Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. This policy extends to all programs and activities supported by the University.

For assistance and to make arrangements for accommodation for disabilities, please contact Dr. Richard Houston, at the Reily Health Center, 846-4690. It is the responsibility of students who have professionally diagnosed disabilities to notify the instructor and present documentation in a timely manner so that necessary and/or appropriate modifications can be made to meet any special learning needs.)

ADDITIONAL COURSE-SPECIFIC RULES, POLICIES, EXPECTATIONS

Please note that all work is expected to be of graduate level quality in appearance and the level of thinking and writing used. All written work turned in for a grade will be evaluated for content and for mechanics of writing. (Detailed directions for assignments and grading criteria are located at the end of the syllabus.)

Technology Statement

As this is an online course, candidates will use a variety of Canvas functions. Candidates will use the Internet to access various websites and the electronic journals in the Delta State University Library. A word processor will be used to complete major writing assignments.

IMPORTANT DATES

March 19, 8:00 a.m.

March 29, 5:00 p.m. – March 30

April 2, 8:00 a.m.

April 2

April 6

April 27

April 30 - May 4

May 5, 10:00 a.m.

Classes resume

Easter Holiday

Classes resume

Early summer and fall registration begins

Spring 2018 graduation application deadline

Last day to withdraw from a course

Final Examinations

Spring Commencement

See the Course Schedule below for due dates for course activities, assignments, tests, etc.

COURSE SCHEDULE

Week of	Topics/ Activities/Assignments
<p>Week 1 – Module 1 March 26- April 1</p>	<p>Introduce Yourself discussion due by the third day of class.</p> <p>Module 1- Teaching & Student Diversity Read chapters 1-2</p> <p><i>Discussion 1 – Zaretta Hammonds describes culturally responsive teaching and delineates 4 big ideas. Read the article at the link below. In your own words, define culturally responsive teaching. Discuss one of the big ideas that resonates most with you. Tell why. Describe a step you can take toward culturally responsive teaching.</i> https://www.teachingchannel.org/blog/2016/10/20/crt-the-brain/ Due March 29, 11:30 p.m., via Discussions function</p> <p>Online Class Meeting via Canvas Conference March 28 @ 5pm</p> <p>Article Review 1 –Read <i>Towards Culturally Responsive and Integrative Instruction</i>. Summarize the article. Reflect on how the information can benefit your teaching practices. Describe a specific set of actions you will implement as a result of reading the article. Due April 1.</p>
<p>Week 2 – Module 2 April 2 - 8</p>	<p>Module 2 - The Role of Instruction in Classroom Management Read chapter 3 and Transformative Classroom Instruction and Pedagogy from Transformative Classroom Management (John Shindler, 2009) (http://web.calstatela.edu/faculty/jshindl/cm/Chapter11pedagogy-final.htm)</p> <p><i>Discussion 2 – Carefully observe the events occurring during the brief video (https://www.youtube.com/watch?v=XMhIUo2a1iE) Discuss two recommendations you would give the teacher to help her use instruction to promote positive student behaviors. Due April 5</i></p> <p>Article Review 2- Search for and summarize an article that suggests instructional practices that effectively promote good classroom management while enhancing student learning. Due April 7</p> <p>Begin Case Analysis Research Paper Assignment</p> <p>Lesson Planning Portfolio: Plan 1-develop a brief outline that demonstrates your ability to engage students in meaningful instruction during the first 5-10 minutes of class. A bell-ringer writing task is not acceptable for this assignment. Include a Reflection (1 -2 paragraphs) that discusses the implementation and its impact on student learning. Due April 8.</p>

Test 1	<p>Modules 1-2 The test will be available April 7-8, via the Quizzes function.</p>
<p>Week 3 – Module 3 April 9 - 15</p>	<p>Module 3 - Effective Planning and Teaching Read chapters 4-5, Motivation Handouts, & Teacher Expectation Handouts</p> <p><i>Discussion 3 – Review the factors that influence instructional planning (chapter 4). Discuss two factors that represent weaknesses for you. Describe at least 2 professional development goals that will help you improve in the weak areas. Due April 12</i></p> <p>Online Class Meeting via Canvas Conference April 11 @ 5pm</p> <p>Article 3 Review – Search for and summarize an article that explores the role of student motivation in student achievement <u>or</u> the role of teacher expectations in student learning. Due April 14</p> <p>Lesson Planning Portfolio: Plan 2- develop a motivating introduction to a content lesson of your choice. Include the learning objective, related Standards, and only the “Motivation Introduction” part of the lesson. This part should make a clear connection to the lesson topic and objective. Include a Reflection (1 -2 paragraphs) that discusses the implementation and its impact on student learning. Portfolio Due April 15.</p>
<p>Week 4 – Module 4 April 16 -22</p>	<p>Module 4 – Direct Instruction & Differentiating Instruction Read chapters 8 &12; review the Universal Design for Learning (UDL) PowerPoint and resources</p> <p><i>Discussion 4 – Choose one. Due April 19</i> A. Describe what instructional options you have at your disposal to differentiate instruction for a range of learning abilities and cultural and learning styles differences in your classroom. Respond to peers by suggesting a different method/strategy for differentiating instruction using the available resources.</p> <p>B. Watch the video at this link: https://www.youtube.com/watch?v=bDvKnY0g6e4 Select a learning objective for the content and elementary grade of your choice. Describe how you can teach that objective while demonstrating the 3 goals of UDL. This should be a description and not a lesson plan.</p> <p>Case Analysis Research Paper on Diversity due April 21</p> <p>Article 4 Review - Search for and summarize an article that suggests effective strategies for differentiating instruction for a specific content</p>

	area/skill in a specific elementary grade. Due April 22
Week 5 – Module 5 April 23 -27	<p>Module 5- Assessing Learning and Providing Interventions Read chapter 13 & Response to Intervention Resources</p> <p>Lesson Planning Portfolio: Plan 3- develop a content lesson of your choice that demonstrates effective differentiation. This should be a full lesson that includes the objective, introduction, Modeling/Demonstration, Practice, and assessment of the objective. Analyze your assessment results and propose intervention activities for those who do not meet the learning goals. Teach the Plan 3 lesson in an elementary classroom. Video the Modeling/Demonstration and Practice sections of the lesson. Differentiation should be evident in these sections in the video. Include a Reflection (1 -2 paragraphs) that discusses the implementation and its impact on student learning.</p> <p>Plan 3 & Teaching Video – Submit Plan 3 and the video. Due April 27.</p>
Test 2	Modules 3-4 The test will be available April 28 – May 29 , via the Quizzes function.

Assignment Descriptions

Article Review Topics

Article Number	Article Topics
1	Culturally Responsive Instruction
2	Role of Instruction in Effective Classroom Management
3	Choose one: Student Motivation OR Teacher Expectations
4	Differentiating Instruction for a specific content area/skill in an elementary grade

When typing an Article Review, follow this format:

- 1. List the bibliography at the top.** Use APA format. If you do not have the APA manual (6th edition), you would be wise to get one as you will use this format throughout your work here at DSU. You can also find this information on-line, but be warned that the manual itself is over 400 pages long. The Purdue University Online writing Lab link on the home page is a helpful source for APA format. It is your responsibility to locate and use the reference style information.

2. **Summarize the article information.** Type it in 12 font, Times New Roman, and double spaced. *Your summary should not be over 1 1/2 pages long.* It is important to *summarize* and not restate the entire article. I prefer you to not use quotes unless it is absolutely necessary to get your point across. If you use direct wording from the article, enclose them in quotation marks and add page numbers (see APA format resources).

3. **Reflect on how the information can benefit your teaching practices.** *Your reflection should not be over 1 page long.* Your reflection should not be a repeat of the summary or the actual article content. Instead, it should reflect insights into the information as it applies to effective instruction. Include specific examples of how you can use the information to influence your instructional practices.

Scoring Guide

Each Article Review should contain the following elements and will be evaluated using this scoring guide.

Summary	The summary accurately represents the article contents and not a retelling of the information. The summary includes key details such as the sample, methods, results, and implications for instruction.	5
Reflection	The Reflection is insightful and clearly describes how the information can positively impact instructional practices.	10
Writing	The paper represents outstanding use of grammar/spelling, word usage, and sentence structure.	5
	The paper includes appropriate use of APA format for citations and bibliographic entries.	
Total		20

Case Analysis Research Paper

Background Information: An integral component of this course is its advocacy for the need to establish a classroom climate and plan instruction in a manner that invites all learners, respectful of their diverse needs. Diversity issues may range from cultural, ethnic, racial and gender issues to a multitude of descriptors related to learning style and ability, socioeconomic status, and language. Throughout this course, we have discussed learning theory and teaching strategies which should enable you to build and maintain a classroom climate in which all students can be successful, and to ensure that students' respective needs are met through the use of a variety of scientifically sound teaching practices. Grouping practices, allowing choice, extending understanding and respect of cultures and ethnicity, conferencing with teachers and parents to gain understanding of children- all reveal a teacher's desire to meet the needs of diverse learners. It would not be possible to list all of the ways in which learners differ in their approaches to learning. It is the teacher's role, rather, to know and understand each student so that he or she can plan for the teaching/learning relationships in the classroom.

Task: Submit at least a five-page, typed (double-spaced; 12 font) case analysis research paper describing the diversity issues represented in the classroom you teach or most recently taught. Your paper will have 3 sections.

Section I: In the first section, describe the contextual factors impacting the class, how you determined the diverse needs of the children, how you planned your lessons based on these needs, and describe to what degree you felt the teaching strategies you employed were successful. Provide specific examples, relating each to the strand of diversity it represents and a specific strategy you used to address this form of diversity. For example, you may have selected a piece of literature that you knew a particular child or group of children would relate to in an effort to engage all of the learners.

Section II: In the second section, summarize the current research involving the diverse needs you encountered. For example, if you have ELLs, your research should include best practices for teaching ELLs. If you have students identified as needing Tier 2 interventions in reading, your research must include evidence based practices for RtI. You must use no less than 5 current resources – nothing published before the year 2000. You are strongly encouraged to use the What Works Clearinghouse website for lists of research on evidence-based teaching practices (<https://ies.ed.gov/ncee/wwc/>)

Section III: In the third section, reflect on whether or not your practices were congruent with the research and discuss how your future practices will reflect the current research on effective methods for teaching diverse students.

Scoring Guide

The paper should contain several detailed examples and will be evaluated using this scoring guide.

Section 1	A thorough description of the contextual factors impacting the classroom, how you determined the diverse needs of the children, and how you planned your lessons based on those needs.	10
	The explanations are clear and plausible and express the writer’s perception of the degree to which the teaching strategies were successful.	5
Section 2	The paper includes a minimum of 5 current resources relevant to the diverse needs identified in Section 1.	5
	The Research summaries contain relevant details of the research and denotes specific strategies and the resulting impact on student learning.	10
Section 3	The Reflection is insightful and clearly related to recent experiences and the research.	10
	The discussion of future practices is thorough and relevant.	5
Writing	The Paper represents outstanding use of grammar/spelling, word usage, and sentence structure.	5
	The paper includes appropriate use of APA format for citations and the reference list.	
Total		50

Lesson Plan Portfolio

Throughout this course, you will develop a portfolio that includes evidence-based practices for effective content area lessons. The portfolio will have 3 plans but only Plan 3 will be videoed.

Plan 1) Engaging students in meaningful instruction during the first 5 -10 minutes of class-- develop an outline that demonstrates your ability to engage students in meaningful instruction during the first 5-10 minutes of class. Include the learning objective and related Standards. A bell-ringer writing task is not acceptable for this assignment. Include a Reflection (1 -2 paragraphs) that discusses the implementation and its impact on student learning.

Plan 2) Motivating Lesson Introduction- develop a motivating introduction to a content lesson of your choice. Include the learning objective, related Standards, and only the “Motivation Introduction” part of the lesson. This part should make a clear connection to the lesson topic and objective. Include a Reflection (1 -2 paragraphs) that discusses the implementation and its impact on student learning.

Plan 3) Differentiated Instruction- develop a content lesson of your choice that demonstrates effective differentiation of instruction for a specific group of elementary students. Preface the lesson with a description of at least 3 diverse characteristics present among the students for whom the lesson is developed (1 – 2 paragraphs). This should be a full lesson plan that includes the learning objective, Introduction, Modeling/Demonstration, Practice (Guided and Independent), and Assessment of the objective. Differentiation must be evident throughout the lesson. Clearly label the activities that represent differentiation. Analyze your assessment results and propose at least 2 intervention activities for those who do not meet the learning goals. Teach the Plan 3 lesson in an elementary classroom. Video the Modeling/Demonstration and Practice sections of the lesson. Differentiation should be evident in these sections in the video. Include a Reflection (1 -2 paragraphs) that discusses the implementation and its impact on student learning.

Scoring Guide

The portfolio should contain all 3 plans which are clearly labeled. It should also contain any instructional aids/materials that are used for each plan. The portfolio will be evaluated using the following scoring guide.

Plan 1	The objective is appropriate for the content area and grade level and includes all parts. The activity is engaging and meaningful and imparts instruction that will lead to accomplishment of the objective. The activity is suitable for the first 5-10 minutes of class.	10
	The Reflection is insightful and clearly relates to evidence-based instructional strategies.	5
Plan 2	The objective is appropriate for the content area and grade level and includes all parts. The motivating introduction to the lesson demonstrates sufficient teacher knowledge of the facets of motivation for student achievement. The motivating introduction makes a clear connection to the lesson topic and objective	15
	The Reflection is insightful and clearly relates to evidence-based instructional strategies.	5
Plan 3	The Preface contains a clear description of at least 3 diverse characteristics present among the students for whom the lesson is	10

	developed. Evaluate your assessment results and propose intervention activities for those who do not meet the learning goals.	
	The lesson includes appropriate learning objective(s) and related standards, well-organized procedures (Introduction, Modeling/Demonstration, Practice -Guided and Independent), and appropriate Assessment of the objective.	30
	Differentiated instruction and activities are clearly labeled throughout the lesson and are appropriate for the content and the diverse student needs.	10
	A clear analysis of the assessment results is submitted; includes the number of students who failed to meet the learning goal.	5
	Proposed interventions are appropriate activities for those who do not meet the learning goals. Includes at least 2 interventions.	5
	The Reflection is insightful and clearly relates to evidence-based instructional strategies.	5
	The video recording of the lesson is submitted.	Required
	Total	100