ELED 506: Seminar in Elementary School Science

WINTER 2022 SYLLABUS

Instructor:	Dr. Jeanine Huss
Class Location: Online	
Instructor's Office Hours: Call for an appointment; (270)745-2293; Office: GRH 1010	

*Note: This document and other class related materials are available
on our course site at https://wku.blackboard.edu.

TENTATIVE UNTIL THE FIRST DAY OF CLASSES

Table of Contents:

Course Description:

This course was designed to augment undergraduate instruction in the concepts and objectives of elementary science education, classroom teaching strategies, classroom management, and materials available for teaching natural science in the elementary school. The course was designed to accommodate teachers who teach Kindergarten through sixth grade.

Prerequisites: ELED 503

Textbooks and Required Materials:

Brown, P. (2019). *Instructional Sequence Matters, Grades 3–5: Explore Before Explain*. NSTA. **ISBN 978-1-68140-658-9**

Colburn, Alan. (2017). *Learning Science by Doing Science: 10 Classic Investigations Reimagined to Teach Kids How Science Really Works, Grades 3-8*. Thousand Oaks, CA: Corwin Press and NSTA. **ISBN 978-1-5063-4461-4**

Geisen, Michael. (2016). *Everything You Need to Ace: Science in One Big Fat Notebook.* New York: Workman Publishing. **ISBN 978-0-7611-6095-3**

Keeley, P. (2014). *What Are They Thinking? Promoting Elementary Learning Through Formative Assessment.* NSTA. **ISBN 978-1-938946-25-7**

Major Course Topics:

Educators in this class will be learning about inquiry science and how to write 5 E lessons. Educators will learn to integrate science into reading and math classes to make the most out of all subjects taught in an elementary classroom.

Course Objectives:

1. The educator will deconstruct Kentucky Academic Standards for Science to use for planning and teaching science lessons.
2. The educator will apply ideas of diversity within the science classroom.
3. The educator will create a variety of lesson plan formats to write science lessons, such as POE, 5 E and Explore before Explain.
4. The educator will write formative assessments to determine students' misconceptions/preconceptions of science topics.
5. The educator will differentiate formative assessments for all students in their classroom.
6. The educator will participate in a PLC meeting at their school.
7. The educator will coteach a science lesson with another science teacher in their building.

8. The educator will reflect on science labs meant for elementary students to think about the lab from the teacher's role and the student's role.
9. The educator will observe and interview a teacher in the school who is teaching science to understand some of the intricacies of teaching science.
10. The educator will apply their content knowledge to their own science learning.

Description of Course Assessments:

1. Deconstruct standards: The educator will practice deconstructing standards within the grade they will teach their science lessons.

2. Draw a scientist: The educator will have their group of students draw a scientist. The educator will address common stereotypes of scientists and also discuss diverse scientists and where scientists might work.

3. 5 E Lesson Plan: A lesson plan will be written that uses the 5 E inquiry method of lesson planning. The educator will teach the lesson created and write a reflection based on the teaching of the 5 E lesson plan.

4. 5 E Lesson Plan based on Phenomena: A lesson plan will be written and taught based on a phenomena using the 5 E inquiry method of lesson planning. The educator will teach the lesson created and write a reflection based on the teaching of the 5 E lesson plan.

5. Formative Assessments: The educator will adapt or use a variety of formative assessments that address potential misconceptions or preconceptions on science being taught. These are to be given prior to teaching the 5 E lesson plans to inform the teaching.

6. PLC meetings: The educator will share information learned from ELED 506 with others in their building through PLC meetings or a faculty meeting.

7. Coteaching science: The educator will coteach at least one of these planned lessons/units with another teacher in their building. It is most ideal to use a Special Educator or someone else who also teaches in the same grade level.

8. Praxis II Content Quizzes: The educator will take content quizzes to help prepare for the science content tests.

9. Lab material assessment: The educator will conduct a lab material assessment to determine what lab materials are available in the building. This will include asking the Curriculum

Coordinator if there is money available to purchase more science materials and ask the PTSA Chair if there is a way to ask for funds.

10. HOT Questions: The educator will observe someone teaching a science lesson. They will write down all the questions asked during the lesson, including those on any "worksheet" as well.

11. Interview and observe: The educator will interview someone else who teaches science at the school after observing their lesson.

12. Biomimicry: The educator will research a living thing and create an invention to help humans based on the adaptations of the living thing researched. It will be presented in a poster and video.

Course Grading and Evaluation:

Assessment Name	Point Value	DUE DATES
Deconstruct standards	30	
Draw a scientist	30	
Lab material Assessment	40	
Instructional Sequence Matters Reflection	30	
Learning by Doing Reflection	30	
Learning by Doing Reflection (Chapters 1-4)	30	
Formative Assessment (For Lesson #1)	50	
5 E lesson plan	50	
5 E lesson plan reflection	30	
Learning by Doing Reflection (Chapters 5-6)	30	
Formative Assessment (For Lesson #2)	50	
Phenomena-based lesson	50	
Phenomena-based reflection	50	
Learning by Doing Reflection (Chapters 8-9)	30	
Praxis II Content Quizzes	110	
HOT Questions (One Teach/One Observe)	30	
Interview/observe a science teacher	30	
PLC meeting	30	
Coteaching science	30	
Differentiate a formative assessment	30	
Biomimicry presentation	40	
TOTAL POSSIBLE	830	

The following represents the grade equivalent for accumulated points and percentage expectations:

Grading Scale:

Grading Scale	
Grade	**Percent**
A	93-100%
B	85-92%
C	77-84%
D	70-76%
F	$\leq$69%

Attendance and Participation Policy:

ATTENDANCE AND PARTICIPATION POLICY: Registration in this course obligates the student to regular class attendance. Students are expected to attend all class meetings, Mondays 4:30-6:00 pm Central time. (Note: There will be recordings for those students who are unable to attend).   This class is to prepare you for becoming a teacher professional.

STUDENT DISABILITY SERVICES: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity:
Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. To that end, this classroom is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated.

While the majority of students are comfortable with the pronoun sets "he/him" or "she/her," there is a growing population who prefer "they/them" pronouns, or another pronoun sets like ze/zir, per/pers, ey/em, or xe/xem, to avoid binary gender association. Participants in this course may choose to go by the pronoun sets with which they identify and are most comfortable. In addition to pronouns, all students have the right to indicate their preferred first name on TOPNET; this will appear on class rosters. If you did not specify your preferred name on TOPNET, please let me know what name and pronouns I should use for you. Student's chosen names and pronouns will be respected at all times in the classroom.

Title IX/Discrimination & Harassment:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Deborah Wilkins, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Plagiarism:

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be the student's own. One must give any author credit for source material borrowed from another. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.
For more information about the Process for Academic Dishonesty

Kentucky Teacher Performance Standards: (Link to the standards and all 174 indicators)

Teacher Standards for Educator Preparation and Certification established June 30, 2018. These standards shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers.

NOTE INDICATORS in each cell below:

KTPS with INTASC Details/Indicators -- Core Curriculum Alignment	ELED 503	ELED 505	ELED 506	ELED 507	ELED 509	LTCY 519	SPED 515	PSY 510	EDU 589
Standard 1. Learner Development: The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive,			X						

linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.									
Standard 2. Learning differences: The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.		X							
Standard 3.Learning environments: The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation.		X							
Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.		X							

Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.			X								
Standard 6. Assessment: The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.			X								
Standard 7. Planning for Instruction: The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.			X								
Standard 8. Instructional strategies: The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in			X								

meaningful ways.										
Standard 9. Professional learning and ethical practice: The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.		X								
Standard 10. Leadership and collaboration: The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession.		X								

Student Learning Outcomes:

School of Teacher Education Student Learning Outcomes
Graduates of the WKU School of Teacher Education Initial Preparation Programs are able to:

Courses	1. Demonstrate content knowledge in the academic disciplines	2. Apply the foundational principles of learning and teaching	3. Exhibit teaching competence in a clinical environment	4. Select, administer, and analyze results of formative and summative assessments	5. Identify, evaluate, and implement individualized instruction	6. Apply content knowledge, pedagogical skills, and technology to instructional practice	7. Identify, evaluate, and implement literacy practices	8. Display the dispositions of a professional educator
ELED 503								
ELED 505								
ELED 506	D	D	D		D	D		
ELED 507								
ELED 509								
LTCY 519								
SPED 515								
PSY 510								
EDU 589								

I - Initial, R-Reinforced, D-Demonstrated, M-Mastered

Major Course Assessments Aligned with Standards:

Major Course Assessments	Course Objectives	SPA Standard(s):	KY Teacher Performance Standards/INTAS	Overall Core Program Student Learning Outcomes

		("will vary" in the Core)	C or KY IECES STandards	(number)
Clinical Experiences and Assessments				
Assessment ☐Clinical; Draw a Scientist 5 hours	Obj. #2		Std. #2,4	SLO #1,2,3
Assessment ☐Clinical; Formative Assessments 5 hours	Obj. #4		Std. #2,4,6,7	SLO #2,3,4, 5
Assessment ☐Clinical; Lab material assessment 5 hours	Obj. #6		Std. #10	SLO #8
Assessment ☐Clinical; Science lesson 10 hours	Obj. #3		Std.#3,4,5,7,8	SLO#1,2,3,6
Assessment ☐Clinical; PLC Meeting 5 hours	Obj. #6		Std. #10	SLO#8
Assessment ☐Clinical; HOT Questions (One Teach, One Observe) 5 hours	Obj. #7		Std. #2,8	SLO#4,6
Assessment ☐Clinical; Teach a science lesson 5 hours	Obj. #3		Std.#3,4,5,7,8	SLO#1,2,3,6

Assessment ☐Clinical; Interview/observe a science teacher 5 hours	Obj. #9		Std. #9	SLO#8
Course Experiences and Assessments				
Assessment Deconstruct standards	Obj. #1		Std. #4,7	SLO #1,2,7
Assessment Praxis II Content Quizzes	Obj. #10		Std. #4	SLO #1
Assessment Different ways to teach science reflections	Obj. #3		Std. #1,2,3,5	SLO #2,3,4
Assessment Science labs	Obj. #8		Std. #1,2,3,5	SLO #2,6
Assessment Differentiate formative assessment	Obj. #5		Std. #6,7	SLO #2,4

ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION
(EPSB Program Level Requirements)

Course Required P-12 Classroom Observation or Clinical Experiences and Assessments:

(List assessment or experience if this course includes the criteria. If none, put "N/A" and delete the table below. For others, use the table below to provide the number of observation hours and check each type of experiences candidates have during those hours. Note: The table categories are those that the KY EPSB requires each program to have as outlined by **16 KAR 5:040 Section 5(3)**.)

Total Number of Hours:
EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 5(3)
(a) Engagement with diverse populations of students which include:

1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;	X
2. English language learners;	
3. Students with disabilities; and	X
4. Students from the following grade levels:	
● Elementary	X
● Middle School	
● Secondary	
(b) Observation in schools and related agencies, including:	
1. Family Resource Centers; or 2. Youth Service Centers	
(c) Student tutoring	
(d) Interaction with families of students;	
(e) Attendance at school board and school-based council meetings;	
(f) Participation in a school-based professional learning community; and	X
(g) Opportunities to assist teachers or other school professionals.	X

Course Assessments Related to Standards:

- Educators will use the KAS Science Standards to create their lessons and units in ELED 506.
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- **The Kentucky Academic Standards (KAS)**
- **The Kentucky P-12 Curriculum Framework**
- **P-12 Assessment System to Guide Instruction**

Prior to graduation, every teacher candidate must be fluent in the Kentucky Academic Standards (KAS) for their content area and for literacy, must be able to deconstruct the standards into learning targets, and must be able to create formative assessments. (See Common Lesson Planning Template at end of document.) Provide descriptive evidence of meeting the following expectations of EPSB:

EPSB Questions to Address regarding: ● KAS/KECS ● KY P-12 Curriculum Framework ● P-12 Assessment System to Guide Instruction	Course Assessment and HOW Assessed -- Include Criteria Demonstrating Depth of Knowledge of Candidate
1. How does the EPP measure a candidate's knowledge and understanding of the Kentucky Academic Standards? How does the candidate demonstrate a deep understanding of a system-wide process for designing curriculum aligned to the KAS at the school or district level?	

2. Briefly describe how candidates use the Kentucky Academic Standards and appropriate assessment data to guide instruction.)	
3. Describe how candidates use the Kentucky Academic Standards in lesson plans? (To what extent did the EPP provide evidence of candidates' use of the KAS framework in lesson plans?)	
4. Provide evidence of candidate's abilities to create and use formative and summative assessments to guide instruction toward P12 student mastery of the Kentucky Academic Standards.	
5. How does the candidate demonstrate understanding of how a school/district implements the curriculum at the school and classroom level?	
6. How do candidates learn about the state's assessment system for student learning and how that influences their instruction and assessment of their students?	

Course Assessment Serving as Education Preparation Program "Key Assessments" aligned to CAEP Accreditation:

(Please name and briefly describe the assessment and check which category in the table below the assessment represents. If none, put "N/A.")

CAEP Key Assessment Areas	Assessment and Description
Assessment #1: Content Assessment	
Assessment #2: Other Assessment of Content Knowledge	
Assessment #3: Assessment of Professional Capabilities	
Assessment #4: Clinical Experiences Measure of Teaching Proficiency	
Assessment #5: Measure of Candidate Assessment Proficiencies	
Assessment #6: Candidate ability to diagnose and prescribe for personalized Student Learning	
Assessment #7: Application of Content Knowledge and Pedagogical Skills (Instructional Practice)	
Assessment #8: Assessment of Literacy Outcomes	
Assessment #9: Dispositions	

Course Experiences or Assessments Addressing Learned Society (SPA) Standards:

(Please refer to your EPSB Program Review Document SPA Table to see what you and your program faculty have determined takes place in your course related to meeting SPA standards. Provide those standard numbers and description/titles below and briefly describe the course experiences and assessments that prepare candidates in this area. <u>NOT necessary for CORE -- delete this section if CORE COURSE</u>.)

SPA Standard # and Description *CAEP 2018 Elementary Teacher Standards*	Course Experiences and Assessments -- note standard AND indicator alignment
STANDARD 1 – Understanding and Addressing Each Child's Developmental and Learning Needs 1.a – Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children. 1.b – Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs. 1.c – Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.	**Formative Assessments;**
STANDARD 2 – Understanding and Applying Content and Curricular Knowledge for Teaching Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies. 2.a – Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication. 2.b - Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains. 2.c – Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering	

practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science. 2.d - Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.	
STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students' social and emotional development. 3.a – Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs. 3.b – Candidates use assessment results to improve instruction and monitor learning. 3.c – Candidates plan instruction including goals, materials, learning activities and assessments. 3.d – Candidates differentiate instructional plans to meet the needs of diverse students in the classroom. 3.e – Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations. 3.f – Candidates explicitly support motivation and engagement in learning through diverse evidence based practices.	**Formative Assessments**

Standard 4 – Supporting Each Child's Learning Using Effective Instruction. Candidates make informed decisions about instruction guided by knowledge of children and assessment of children's learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children's learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child. 4.a – Candidates use a variety of instructional practices that support the learning of every child. 4.b – Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child. 4.c – Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content. 4.d – Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement. 4.e – Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom. 4.f – Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child. 4.g – Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning.	**Formative Assessments; Coteaching Science**

STANDARD 5- Developing as a Professional Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community. 5.a – Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner's development and growth. 5.b – Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice. 5.c - Candidates participate in peer and professional learning communities to enhance student learning.	PLC Meetings, Coteaching Science

SPA Name and Standards	Course Experiences and/or Assessments
STANDARD 1: Understanding and Addressing Each Child's Developmental and Learning Needs	Formative Assessments;
STANDARD 2: Understanding and Applying Content and Curricular Knowledge for Teaching	
STANDARD 3: Assessing, Planning, and Designing Contexts for Learning	Formative Assessments
Standard 4: Supporting Each Child's Learning Using Effective Instruction	Formative Assessments; Coteaching Science
Standard 5: Developing as a Professional	Coteaching science
Standard 5: Developing as a Professional	PLC Meetings

Course Experiences or Assessments Addressing ILA (literacy) Standards: (to the indicator level)

(Please refer to your course and the ILA standards below to see what you and your program faculty have determined takes place in your course related to meeting ILA (literacy standards.)

International Literacy Association Standard # and Description	Course Experiences and/or Assessments
STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of elementary/intermediate literacy and language and the ways in which they interrelate.	
STANDARD 2: CURRICULUM AND INSTRUCTION Candidates apply foundational knowledge to critically examine elementary/intermediate literacy curricula; design, adapt, implement, and evaluate instructional approaches and materials to provide a coherent and motivating literacy program that addresses both general and discipline-specific literacy processes	
STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use appropriate assessments to gather evidence on elementary/intermediate students' language acquisition and literacy development for instructional and accountability purposes.	
STANDARD 4: DIVERSITY AND EQUITY Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.	
STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.	
STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice; advocate for students and their families to enhance students' literacy learning.	

School of Teacher Education **Lesson Plan Template**

WKU.

Name _____   Date of Observation _____

Ages/Grades of Students_____   #Number of Students in Class _____

# of Students having IEP/504 _____   # of Gifted Students _____   # of Students having MLL _____

Lesson Title: _____

1.	**Context: Describe the Students for which this Lesson is Designed** Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiencies. *Use student initials for specific information about students in terms of learning strategies, behavior strategies. Give examples of what you know about students' interests, outside activities, etc., which could be incorporated into lesson plan. Also, be specific about student skills and knowledge. Describe racial, economic diversity in class.*
2.	**Learning Target(s)/Objectives** *Provide 1-2 learning targets/objectives and 1-2 connected Kentucky Early Childhood Standards and Benchmarks for each component listed in this section.* a. Previous lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s) b. Current lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s) c. Next lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s)
3.	**Students' Baseline Knowledge and Skills** Describe and include the pre-assessment(s), including the developmental continuum used to establish students' baseline knowledge and skills for this lesson.
4.	**Formative Assessment** Describe and include the formative assessment(s) and developmental continuum(s) to be used to measure student performance during this lesson. *The formative assessment(s) and developmental continuum(s) should be directly connected to the current learning target/objective. The description should include the method used for collecting data.*

5.	**Resources** Identify the resources and assistance available to support your instruction and facilitate students' learning. This includes links to technology, homework, exit or bell ringer slips, readings, etc. Be specific if there is an aide in the classroom and their role.
6.	**Lesson Procedures** Describe the sequence of strategies/activities and/or assessments will be used to scaffold instruction, engage your students. facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students' needs, interests, and abilities. *Components of this section should include: 1. Connection to prior learning, 2. Frontloading of expected learning/outcomes, 3. Introduction of new materials or new ways of using materials, 4. Step by step instructions on lesson implementation, 5. The role of other adults involved in the lesson, 6. Scaffolded and/or differentiated instruction to meet the needs, interests and abilities of all students, 7. Detailed script of teacher talk and questioning embedded throughout the procedures, 8. Plan for providing feedback to students, 9. Closure of what took place, what was learned and next steps to connect to next lesson's learning.*
7.	**Reference** Identify the evidenced based resource(s) this activity was retrieved from using APA format.
8.	**Watch for -----** Identify anything that you would like specifically observed during this lesson. *What area(s) are you seeking specific feedback on for teacher performance as to improve student outcomes? (i.e. including all students, engaging students, promoting higher order thinking, higher level questioning, collecting assessment data, managing transitions, connecting to prior learning, etc.)*