![WKU]	**ELED 509: Advanced Methods and Materials for Elementary Education** Summer 2022 *TENTATIVE* Syllabus
Instructor:	Dr. Pamela Jukes

Class Location: online

Instructor's Office Hours: TBA and by appointment

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

Table of Contents:

Course Description:

Examination of alternative instructional strategies and support materials appropriate for elementary-age learners in language arts-reading, mathematics, social studies, and science.

Prerequisites:

Admittance to Elementary Education MAT or MAE program.

Textbooks and Required Materials:

- Lemov, D. (2015). *Teach like a champion 2.0: 62 techniques that put students on the path to college.* Jossey-Bass.
- Marzano, R. J. (2017). *The new art and science of teaching.* ASCD.
- Wood, C. (2017). *Yardsticks* (4rd ed.). Northeast Foundation for Children.

Major Course Topics:

Topics to be explored include:

- Kentucky Teacher Performance Standards (KTPS)
- Kentucky Framework for Teaching (KyFfT)
- Standards-Based Instruction
- Differentiation
- Integrating Technology
- Classroom Learning Climate
- Classroom Management Skills of Effective Teachers
- Research-Based Instructional Strategies
- Assessment of Student Learning

Course Objectives:

ELED 509 provides a variety of strategies and information for teacher candidates regarding the elementary classroom. It is also intended that teacher candidates will experience and be familiar with current content standards and the Kentucky Framework for Teaching.

The student will:

1. Design/plan viable instruction and learning climates
2. Create a comprehensive classroom management plan
3. Introduce/implement/manage efficient instruction
4. Assess student learning and analyze results
5. Reflect on and evaluate specific teaching/learning experiences.
6. Evaluate his/her own performance with respect to Kentucky Teacher Performance standards and Kentucky's content standards.
7. Demonstrate current and sufficient knowledge of certified content areas
8. Use technology and other resources to support and enhance instruction.

Description of Course Assessments: *(Note: Assignments and due dates may be modified by course instructor, as needed.)*

Assessment 1: **Key Assessment: Standards-Based Unit**

The purpose of this assignment is to raise awareness of how effective teachers plan. Using a standards-based approach, the student will develop a standards-based instructional sequence appropriate for the students in the assigned classroom. The design should clearly address student needs and content standards, be content rich, follow a logical sequence, utilize "best practice," integrate student use of technology to support and enhance instruction, and clearly relate to the topic. **The unit - including the Pre and Post Unit Assessments - must be delivered to students in the clinical setting.** A reflection and analysis of student learning will be required.

Assessment 2: **Comprehensive Classroom Management Plan**

In order for elementary students to engage deeply and meaningfully with content, the classroom environment must be orderly and have clear standards of conduct, a positive atmosphere and respectful interactions. The student will analyze the elements of classroom management utilized in the clinical setting, including the classroom procedures, routines, and discipline system, making connections to student behavior and content engagement. The student will use this analysis and independent research to create and justify a comprehensive classroom management plan appropriate for their assigned grade level.

Assessment 3: **Classroom Management Module**

The student will complete modules that explore and apply components of classroom management in preparation for the Comprehensive Classroom Management Plan.

Assessment 4: **Professional Development Plan**

Using the Kentucky Framework for Teaching (KyFfT), the student will determine initial pedagogical proficiencies, target areas for growth, develop a plan for growth in the targeted areas, engage in planned growth activities, and reflect on the pedagogical impact of the activities.

Assessment 5: **Content Analysis Guides**

In order to prepare for university classroom discussions and activities, the student will complete Content Analysis Guides provided in the folder posted on Blackboard. See course calendar for due dates.

Assessment 7: **Microteaching Mini-Lessons**

The student will plan, implement, and evaluate two mini-lessons in the clinical setting that are approproriate for content and context and demonstrate command over important principles of the teaching and learning process identified in the KyFfT.

Assessment 8: **Final Exam**

The course final exam will be completed online during the last week of class via Blackboard and will encompass all course materials.

*Assessment 9: **Site-Based Council Meeting***

*The student will attend one **Site-Based Council Meeting**. This may be completed at any Kentucky public school. A reflection and signed agenda or other approved documentation will be submitted.*

Assessment 10: **Professionalism**

Since professional behavior is one of the course goals, arriving on time, attending class, remaining on task, turning in assignments on time, and being prepared are part   of your responsibilities. Active participation in class discussions, in-class assignments, and Individual participation during group work will be closely monitored. Respect for the view of each member of the learning community and the use of professional standards of behavior are expected, in the clinical and the University classroom. Students are expected to notify the instructor when missing class as well as cooperating teacher when missing clinical experience. A positive attitude, collegiality, and spoken grammar are expected at all times.

Course Grading and Evaluation:

Assessment Title	Point Value
Key Assessment: Standards-Based Unit	200
Comprehensive Classroom Management Plan	100
Classroom Management Module	40
Professional Development Plan	50
Content Analysis Guides	50
Microteaching Mini-Lessons	40
Final Exam	75
Professionalism	20
Site-Based Council Meeting	15
Total Possible	

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	Below 70%

Attendance and Participation Policy:

Students are expected to be present, punctual, and attentive for class, and clinical experiences. This course is based on a student-centered approach with an emphasis on constructivism, inquiry, discussion, and reflection. Therefore, class attendance and active participation is crucial and is expected of *all* students. Absences are to be handled professionally by notifying both university professor as well as the partnership school. Attendance will be taken and recorded promptly at the beginning of each class period. If tardy, it is the student's responsibility to see the professor after class to ensure that the recorded absence is changed to tardy. A Code of Conduct review will be conducted if a student has more than one tardy or absence; the Professionalism score may also be reduced. **Absences equating 20% of class and/or clinical dates will result in automatic zero score for the Professionalism grade.** It is the responsibility of the teacher candidate to make arrangements for course work missed. Use of professional standards and behavior will be expected at all times.

It is expected that teacher candidates are prompt and in attendance to the clinical assignment. If an absence is unavoidable, missed days/hours in the clinical must be made up at a time that is convenient for the classroom teacher. Once completed, a verification of the made up time must be signed by the classroom teacher and submitted by the teacher candidate to the designated Block professor. *Please note that a final grade will not be assigned until all classroom time is completed.*

Professionalism is expected to be exhibited at all times in the university classroom and in the clinical setting. ***Cell phones should be turned off and remain put away during clinical and class sessions.*** Text messaging, side conversations, and other nonprofessional behaviors will result in the lowering of the Professionalism grade.

Tardiness: Students are expected to arrive prior to the start of class to avoid disrupting the classroom. Students who arrive after class begins may be asked to wait until break to enter the classroom. Admittance to the clinical setting/laboratory in the event of tardiness for exceptional circumstances will be at the discretion of the instructor.

Extenuating Circumstances: Unforeseen events such as auto accidents, deaths in the immediate family or personal illness which requires a student to be absent from class or clinical may be viewed as an extenuating circumstance. In the case of such events the student must notify faculty members as soon as possible. Vacations, weddings, doctor appointments, studying for an exam, child care issues, job interviews, working, etc. are not considered extenuating circumstances as these are not unforeseen events. Students wishing to claim extenuating circumstances will be asked to provide documentation of the condition which led to excessive absenteeism. *The*

presence of extenuating circumstances does not guarantee that a student will be exempted from this attendance policy.

Personal Illness and Emergency: Students may not attend class or clinical if they have a fever or other evidence of a contagious illness. Students are expected to be fever free for 24 hours after an acute illness before returning to the class or clinical setting. If students are unable to attend the regularly scheduled class, lab or clinical rotation due to illness or such an emergency, they are required to provide advance notice via telephone or email to the faculty member teaching the course. In an emergency where advance notice is impossible, the student is required to notify the faculty member teaching the course as soon as possible. Students should contact their own health care provider for recommendations for follow-up treatment.

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. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@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.

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.

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.

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, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.					**1b, 1c, 1d, 1e, 1h, 1i, 1j, 1k**				

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.					2a, 2b, 2c, 2f, 2h, 2j, 2l, 2m, 2n				
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.					3a, 3b, 3c, 3d, 3f, 3g, 3h, 3i, 3k, 3m, 3n, 3o, 3q, 3r				
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.					4b, 4d, 4f, 4g, 4h, 4r				
Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing					5b, 5l, 5m, 5s				

perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.									
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.					6a, 6b, 6c, 6g, 6h, 6i, 6j, 6l, 6p, 6r, 6t, 6u				
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.					7a, 7b, 7c, 7d, 7e, 7g, 7i, 7j, 7k, 7l, 7m, 7n, 7o, 7q				
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					8a, 8b, 8c, 8d 8g, 8h, 8i, 8k,				

skills to apply knowledge in meaningful ways.					8l, 8m, 8n, 8o, 8r, 8s				
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.					9a, 9b, 9c, 9d, 9f, 9h, 9k, 9l				
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.					10a, 10b, 10h, 10n, 10o, 10r, 19s, 10t				

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								
ELED 507								
ELED 509	D	D	D	D		D		D
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): CAEP/ELED	KY Teacher Performance Standards/INTASC or KY IECES STandards	Overall Core Program Student Learning Outcomes (number)
Clinical Experiences and Assessments				

Assessment: Standards-Based Unit ☐Clinical; ___hours	Obj. #1, 3, 4, 5, 6, 7, 8	CAEP/ELED: 1B-1C 2A-2D 3A-3C 4A-4G	Std. #1, 2, 4, 5, 6, 7, 8: 1b, 1c, 1d, 1e, 1h, 1i,1j, 1k 2a, 2b, 2c, 2f, 2h, 2j, 2l, 2m, 2n 3a, 3b, 3c, 3d, 3f, 3g, 3h, 3i, 3k, 3m, 3n, 3o, 3q, 3r 4b, 4d, 4f, 4g, 4h, 4r 5b, 5l, 5m, 5s 7a, 7b, 7c, 7d, 7e, 7g, 7i, 7j, 7k, 7l, 7m, 7n, 7o, 7q 8a, 8b, 8c, 8d, 8g, 8h, 8i,8k, 8l, 8m, 8n, 8o, 8r, 8s	SLO #1, 2, 3, 4, 5, 6, 7, 8
Assessment: Comprehensive Classroom Management Plan ☐Clinical; ___hours	Obj. #1, 2	3A-3C	Std. #2, 3 2a, 2b, 2c, 2f, 2h, 2j, 2l, 2m, 2n 3a, 3b, 3c, 3d, 3f, 3g, 3h, 3i, 3k, 3m, 3n, 3o, 3q, 3r	SLO #2, 3
Assessment: Mini-Teaching ☐Clinical; ___hours	Obj. #1, 3, 4, 5, 7, 8	CAEP/ELED: 1B-1C 2A-2D 3A-3C 4A-4G	Std. #1,2, 4, 5, 6, 7, 8 1b, 1c, 1d, 1e, 1h, 1i,1j, 1k 2a, 2b, 2c, 2f, 2h, 2j, 2l, 2m, 2n 3a, 3b, 3c, 3d, 3f, 3g, 3h, 3i, 3k, 3m, 3n, 3o, 3r 4b, 4d, 4f, 4g, 4h, 4r 5b, 5l, 5m, 5s 6a, 6b, 6c, 6g, 6h, 6i, 6j, 6l,6p, 6r, 6t, 6u 7a, 7b, 7c, 7d, 7e, 7g, 7i, 7j, 7k, 7l, 7m, 7n, 7o, 7q 8a, 8b, 8c, 8d, 8g, 8h, 8i,8k, 8l, 8m, 8n, 8o, 8r, 8s	SLO #1, 2, 3, 4, 6, 7
Course Experiences and Assessments				

Assessment: Standards-Based Unit ☐Clinical; ___hours	Obj. #1, 3, 4, 5, 6, 7, 8	CAEP/ELED: 1B-1C 2A-2D 3A-3C 4A-4G	Std. #1, 2, 4, 5, 6, 7, 8 1b, 1c, 1d, 1e, 1h, 1i,1j, 1k 2a, 2b, 2c, 2f, 2h, 2j, 2l, 2m, 2n 3a, 3b, 3c, 3d, 3f, 3g, 3h, 3i, 3k, 3m, 3n, 3o, 3q, 3r 4b, 4d, 4f, 4g, 4h, 4r 5b, 5l, 5m, 5s 7a, 7b, 7c, 7d, 7e, 7g, 7i, 7j, 7k, 7l, 7m, 7n, 7o, 7q 8a, 8b, 8c, 8d, 8g, 8h, 8i,8k, 8l, 8m, 8n, 8o, 8r, 8s	SLO #1, 2, 3, 4, 5, 6, 7, 8
Assessment: Comprehensive Classroom Management Plan ☐Clinical; ___hours	Obj. #1, 2	CAEP/ELED: 3A-3C	Std. #2, 3 2a, 2b, 2c, 2f, 2h, 2j, 2l, 2m, 2n 3a, 3b, 3c, 3d, 3f, 3g, 3h, 3i, 3k, 3m, 3n, 3o, 3q, 3r	SLO #2, 3
Assessment: PLC ☐Clinical; ___hours	Obj. #	CAEP/ELED: 5C	Std. #	SLO # 6

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

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

Total Number of Hours: 40	
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;	Clinical placement 40 hours
2. English language learners;	
3. Students with disabilities; and	
4. Students from the following grade levels:	

● Elementary	Clinical placement in an elementary classroom, P-6 40 hours
● Middle School	
● Secondary	
(b) Observation in schools and related agencies, including:	
1. Family Resource Centers; or 2. Youth Service Centers	
(c) Student tutoring	Work with students in whole or small group, as requested by the cooperating teacher
(d) Interaction with families of students;	
(e) Attendance at school board and school-based council meetings;	School-based council meeting assignment 1 hour
(f) Participation in a school-based professional learning community; and	
(g) Opportunities to assist teachers or other school professionals.	Focused Observations Mini-Lessons, Assist teachers

Course Assessments Related to Standards:

- **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?	Standards-Based Unit - The candidate will consult the school/district curriculum map to initiate planning of the unit of instruction. . All components of the unit will be assessed for alignment with KAS and depth of content.

2. Briefly describe how candidates use the Kentucky Academic Standards and appropriate assessment data to guide instruction.)	Standards-Based Unit - unit goal(s) built upon contextual factors and KAS. All lessons address individual learner needs and the unit goal(s)l.
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?)	Standards-Based Unit - In the Design for Instruction component, the candidate will design a five-day unit of instruction based on the KAS. All components of the unit will be assessed for alignment with standards and depth of content.
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.	Standards-Based Unit - the candidate will build a Unit Assessment (summative assessment) based on the Unit Goal. In addition, the candidate will identify formative assessments that address the learning outcomes related to the unit KAS.
5. How does the candidate demonstrate understanding of how a school/district implements the curriculum at the school and classroom level?	Standards-Based Unit - The candidate will collaborate with the cooperating teacher to target specific standards for the Unit of Instruction.
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?	This will be addressed via University class discussion. In addition, the candidates will discuss the impact of the assessment system on classroom instruction with cooperating teacher.

<mark>Course Assessment Serving as Education Preparation Program "Key Assessments" aligned to CAEP Accreditation</mark>:

(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	Course Key Assessment: Standards-Based Unit
Assessment #2: Other Assessment of Content Knowledge	Course Key Assessment: Standards-Based Unit
Assessment #3: Assessment of Professional Capabilities	
Assessment #4: Clinical Experiences Measure of Teaching Proficiency	Mini-Teaching Experiences Standards-Based Unit - lesson implementation
Assessment #5: Measure of Candidate Assessment Proficiencies	Course Key Assessment: Standards-Based Unit - unit assessment, formative assessment

Assessment #6: Candidate ability to diagnose and prescribe for personalized Student Learning	Course Key Assessment: Standards-Based Unit - Analysis of Student Learning
Assessment #7: Application of Content Knowledge and Pedagogical Skills (Instructional Practice)	Course Key Assessment: Standards-Based Unit - Design for Learning
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.

SPA Standard # and Description *CAEP 2018 Elementary Teacher Standards*	Course Experiences and Assessments
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.	CAEP/ELED: 1.B-1.C: Course Key Assessment: Standards-Based Unit Mini-Teaching Experiences Comprehensive Classroom Management Plan
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.	CAEP/ELED: S.A-2.D: Course Key Assessment: Standards-Based Unit Mini-Teaching Experiences

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.	CAEP/ELED: 3.A-3..C Course Key Assessment: Standards-Based Unit Mini-Teaching Experiences Comprehensive Classroom Management Plan
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.	CAEP/ELED: 4.A-4.G Course Key Assessment: Standards-Based Unit Mini-Teaching Experiences

STANDARD 5- Developing as a Professional	CAEP/ELED: 5C
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.	Professional Learning Community
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.	

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 (bliteracy 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.	ILA 1.2-1.3 Course Key Assessment: Standards-Based Unit
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	ILA 2.1-2.4 Course Key Assessment: Standards-Based Unit
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.	ILA 3.1-3.3 Course Key Assessment: Standards-Based Unit
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.	ILA 6.3-6.4 Professional Learning Community

[School of Teacher Education](#) Lesson Plan Template

WKU

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Name _____   **Date of Observation**

_____

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

_____

# of Students having IEP/504 _____   **# of Gifted Students** _____   **# of Students having LEP**

_____

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.)*	