	<h1 style="text-align: center;">EDU 350 Diversity and Differentiation</h1> <p style="text-align: center;">Fall 2024 Syllabus</p>
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EDU 350 -701 (CRN#50352) – Web EDU 350 -702 (CRN#50308) – Web	
<p>Instructor’s On-Campus Office Hours (Central Time) *</p> <p>Monday/Wednesday: 9:00 am - 12:30 pm 3:00 pm – 4:00 pm</p> <p>Tuesday/Thursday: 9:00 am – 1:30 pm</p> <p>Friday: Reserved for field work – meetings by appointment only.</p> <p><i>* Please schedule appointments as field obligations frequently interfere with office hour availability.</i></p> <p><i>* Meetings outside of these times can be set up by appointment.</i></p> <p><i>* Appointments are available at nights and weekends if needed.</i></p>	

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

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Course Description:

This course provides students with education and training to address diverse student needs in the P-12 setting. Clinical experiences in public schools and/or other appropriate settings away from campus are required. Students are responsible for transportation to designated or assigned sites.

Prerequisites:

EDU 250

All EDU 350 students **must** have access to a WKU-issued Google account. Other accounts (personal gmail or accounts issued by school districts generally can't be used for assignments or log into Zoom.)

If you have forgotten your WKU Google password go to: www.wku.edu/account and reset your Google Workspace for Education password. If you don't have a WKU-issued Google account please contact WKU's IT services at (270) 745-7000 and request a WKU Google account.

Textbooks and Required Materials:

Textbook:

Sage Vantage: Becoming a Multicultural Educator: Developing Awareness, Gaining Skills, and Taking Action, 4th edition
ISBN: 9781071914502

Online Tradebook:

Craft, J. (2019). New Kid. First edition. New York, NY. Harper, an imprint of Harper Collins Publishers

Flipbook-style online version - free online with no registration:
<https://fliphtml5.com/mojmb/covs/basic>

Additional required readings will be provided by the instructor on Blackboard found under *Course Content*.

Major Course Topics:

- Creating awareness of diversity
- Examining the roles of teachers to meet individual needs
- Utilizing assessments to determine student needs
- Implementing differentiation

Course Objectives:

1. Create a classroom environment that celebrates diversity, respects individual differences, and challenges each learner to meet high standards.
2. Summarize the collaborative roles of teachers (both special and general educators), along with parents, related service providers, and educational assistants (paraprofessionals) in developing an effective inclusive environment that meets learning/social/emotional needs and legal requirements of students (e.g., students at risk, those with disabilities, giftedness, twice-exceptionalities, and English language learners).
3. Explain how history has led to current legislation and identification of students (e.g., those with disabilities, giftedness, twice-exceptionalities, and English language learners) along with the responsibilities of school personnel in IEP development and service delivery.
4. Develop a variety of pre-assessments based on interest, readiness, ability, and/or learning profile to appropriately address a diverse range of learners.
5. Provide appropriately challenging, differentiated learning experiences for students based on content, process, and/or product through various strategies.
6. Recognize individual differences such as race, culture, linguistics, gender, ability, socio-economic status, and family situations and adjust instruction.
7. Acknowledge and address personal bias, stereotypes, and privilege.

Description of Course Assessments:

1. **Touchstone Assessments (3 total):** *These will generally be posted a week in advance of the due date. These assignments might include creating a Flipgrid, making a video model, reading quizzes, written products, or other ways to assess student progress toward understanding our course material.*

2. **Midterm:** *Students will examine a lesson plan and data from a hypothetical class. Using this information, they will complete a template responding to specific content covered in the first half of this course.*

3. **Weekly Assignments:** *Students will participate in work designed to deepen their understanding of the content on a weekly basis. Weekly participation during class is essential. Assigned resources (textbook readings, online articles, videos, recorded lectures, etc.) will be posted on Blackboard under Content, along with instructions for weekly assignments. Assignments will vary from week to week and may include discussion board posts, journal responses, structured response questions, video submissions, digital products, etc. Assignment due dates will be posted on Blackboard. Most assignments will generally be due on Sunday evenings, although initial discussion board posts will generally be required to be completed mid-week to allow time for response to other student posts. We will not have discussion boards every week, only when appropriate to content.*

4. **Diverse Learners Instructional Strategy Presentation:** *Students will apply the tenets of universal design to create a digital presentation explaining an evidence-based instructional practice to peers focused on specific groups of diverse learners. This assignment also includes a peer evaluation component.*

5. **Field Experience Reflection:** *Students will reflect on their fieldwork experiences by completing a 1–2-page reflection template provided by their instructor. (An alternate assignment for BIS majors will be*

discussed.)

6. **Case Study Final:** Students will demonstrate an understanding of culturally sustaining pedagogy by thoroughly responding to case study questions. Students will choose either an elementary, middle, or high school case study and play the role of a first-year teacher who is building a safe, innovative learning community.

Course Grading and Evaluation:

Assessment Name	Point Value
1. Touchstone Assessments (3 x 50 pts each)	150
2. AFIRM Module	50
3. Differentiated Lesson Plan Midterm (Common Assessment)	100
4. Weekly Response Activities / Discussion Boards	200
5. Diverse Learners Instructional Strategy Presentation	100
6. Field Experience Reflection	100
7. Case Study Final (Common Assessment)	250
8. Professionalism/Attendance	50
TOTAL POINTS POSSIBLE	1000

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

Grading Scale	
Grade	Percent
A	90-100%
B	80-89.9%
C	70-79.9%
D	60-69.9%
F	≤59.9%

Attendance and Participation Policy:

[WKU guide](#)

Attendance: Students are expected to be present, punctual, and attentive for class, and clinical experiences. In-class activities comprise a significant portion of the grade in this class. Excessive

absences will likely lead to a one-grade decrease in your final grade.

Alternative Assignments: On rare occasions, faculty members may assign alternative work for students who have missed any part of a class or clinical to help the student regain what was lost during their absence if the faculty member feels this is appropriate. There will be an alternate assignment option for BIS majors for the fieldwork assignment.

Extenuating Circumstances: Unforeseen events such as auto accidents, deaths in the immediate family, or personal illness that require a student to be absent from class or clinical may be viewed as extenuating circumstances. In the case of such events, the student should notify faculty members as soon as possible. Vacations, weddings, doctor appointments, studying for an exam, 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 if it leads 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 an in-person class or clinical setting. If students cannot 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 healthcare provider for recommendations for follow-up treatment.

Pregnant and Parenting Students Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at www.wku.edu/titleix/ under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at www.wku.edu/titleix/.

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Technology

Students MUST: (1) have access to and be familiar with Blackboard to participate in this course; (2) frequently utilize the WKU email account provided by the university to receive communication from the instructor; and (3) make certain their technology is compatible with the WKU technology and working during the entirety of this class OR use campus-provided computer labs.

Students should **NOT** wait until the final day (or hours) to take an exam or submit an assignment in case a technical problem occurs. Upon discovery of a problem, the student should contact the WKU Help Desk at [WKU Help Desk Link](#) or 270-745-7000 to ascertain the cause of the problem. Further, the student should email the instructor during the time of the test or assignment to inform the instructor of the actions being taken. Remember, the instructor has no control over the technology used to deliver a class via the WKU servers and Blackboard. Students should keep a copy of all electronic communications with the WKU Help Desk to relay this to the instructor if necessary.

Please do not expect the instructor to address your technology problems.

Limited/Specific Use of AI Permitted:

In general, the expectation is that the work you submit in this class will be your own. You are not authorized to use artificial intelligence (AI) tools such as ChatGPT, Dall-e, etc.). However, there may be specific assignments or activities in which we will utilize these tools to enhance your learning experience. In these instances, I will provide you with additional information about the assignment and how AI may be employed and cited. Again, unless permission is granted, you are expected to complete assignments without substantive assistance from others, including AI tools.

Emails to Instructor:

Emails are a perfect way to practice professionalism. Every email should have a heading and title. Put the course code in your subject line “EDU 350-700” so it flags your instructor that the message is about this class. “Dear Mrs. Poteet,” or “Hi Professor Poteet” are appropriate greetings to begin your emails. It is important to know how to navigate the world of academia and educational settings in general. Using titles (usually “Dr.” or “Professor”) is a way to indicate your understanding of professionalism in this field. Also, make sure to sign your name at the end of an email or have an automatic signature.

COVID Statement

All students are strongly encouraged to get the COVID-19 vaccine. Students who are fully vaccinated will not be required to wear masks or to quarantine if exposed to the virus. Based on the latest CDC and KY public health guidance, WKU will require the wearing of masks while indoors for those who have not been fully vaccinated to protect themselves and others. Persons not fully vaccinated must quarantine if exposed to someone with COVID-19. Accommodations can be requested in special cases through the Student Accessibility and Resource Center (SARC): [270-745-5004](tel:270-745-5004) (voice), [270-745-3030](tel:270-745-3030) (TTY), or [270-288-0597](tel:270-288-0597) (video).

All students must immediately report a positive COVID-19 test result or close contact with a person who has tested positive to the COVID-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any COVID-19-related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

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 and Inclusion

Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to 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. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and

socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

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. Students' chosen names and pronouns will always be respected 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](#)

The Three Core Curriculum Themes

([Click here to see an overview of all standards alignment with assessments in all Core courses.](#))

Assignment	Literacy Theme 	Technology Theme 	Professionalism Theme 
Diversity Case Study	X		X
Differentiated Lesson Plan Analysis		X	X
Weekly Assignments			X

[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.

KTPS with INTASC Details/Indicators -- Core Curriculum Alignment	Courses/ Experiences EDU 250	Courses/ Experiences EDU 260	Courses/ Experiences PSY 310	Courses/ Experiences EDU 350	Courses/ Experiences EDU 360
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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.			X	X	
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	X	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		X	X	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	X		
Standard 6. Assessment: The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, monitor learner progress, and 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 meaningful ways.		X			

Standard 9. Professional Learning and Ethical Practice: The teacher shall engage in ongoing professional learning, 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 adapt practice to meet the needs of each learner.	X		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	X

Student Learning Outcomes:

School of Teacher Education Student Learning Outcomes								
Graduates of the WKU School of Teacher Education Initial Preparation Programs can:								
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
EDU 250	I (assess)	I		I	I	I	I	I
EDU 260	R	I		R (assess)	I	I (assess)	I	I
PSY 310		I (assess)					I	I
EDU 350		I		R/D	R (assess)	R	I	I
EDU 360		I		R/D	R	R	R (assess)	R (assess)

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

Major Course Assessments Aligned with Standards:

Major Course Assessments	Course Objectives	SPA Standard(s): ("will vary" in the Core)	<u>KY Teacher Performance Standards/INTASC</u> or <u>KY IECES Standards</u>	Overall Core Program Student Learning Outcomes (number)
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Clinical Experiences and Assessments				
Assessment Diversity Field Experience Clinical; 5 hours	Obj. # 1, 2, 3, 7	will vary	Std. # 1, 2, 3	SLO # 2, 7, 8
Assessment Differentiation Field Experience Clinical; 5 hours	Obj. # 1, 2, 5	will vary	Std. # 1, 2, 3	SLO # 2, 7, 8
Course Experiences and Assessments				
Assessment Diversity Case Studies	Obj. #	will vary	Std. # 1, 2, 3, 10	SLO # 2, 6, 7, 8
Assessment Differentiated Lesson Plan	Obj. # 1, 2, 6, 7	will vary	Std. # 1, 2, 3, 10	SLO # 2, 4, 5, 6, 8
Assessment Discussion and Homework Activities	Obj. #	will vary	Std. # 1, 2, 3, 10	SLO # 2, 4, 7, 8

**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: 15	
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;	5 hours fieldwork observation at area school, 10 hours built into course experiences
2. English language learners;	5 hours fieldwork observation at area school, 10 hours built into course experiences
3. Students with disabilities; and	5 hours fieldwork observation at area school, 10 hours built into course experiences
4. Students from the following grade levels: 15 hours total	
• Elementary	*hours will vary
• Middle School	*hours will vary
• Secondary	*hours will vary

Total Number of Hours: 15	
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;	5 hours fieldwork observation at area school, 10 hours built into course experiences
2. English language learners;	5 hours fieldwork observation at area school, 10 hours built into course experiences
(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	
(g) Opportunities to assist teachers or other school professionals.	

Course Assessments Related to Standards:

- [The Kentucky Academic Standards \(KAS\)](#), and/or [The Kentucky Early Childhood Standards \(KECS\)](#)
- **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 the document.) Provide descriptive evidence of meeting the following expectations of EPSB:

EPSB Questions to Address regarding: <ul style="list-style-type: none"> • 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?	N/A
2. Briefly describe how candidates use the Kentucky Academic Standards and appropriate assessment data to guide instruction.)	Differentiated Lesson Plan - Students use the KY academic standards in the analysis of differentiated lesson plans.
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?)	Differentiated Lesson Plan - Students use the KY academic standards in designing their differentiated lesson plans.
4. Provide evidence of the candidate's abilities to create and use formative and summative assessments to guide instruction toward P12 student mastery of the Kentucky Academic Standards.	In-class activities - students practice writing formative and summative assessments.
5. How does the candidate demonstrate an understanding of how a school/district implements the curriculum at the school and classroom level?	N/A
6. How do candidates learn about the state's assessment system for student learning and how does that influence their instruction and assessment of their students?	N/A

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

CAEP Key Assessment Areas	Assessment and Description
Assessment #1: Content Assessment	N/A
Assessment #2: Other Assessment of Content Knowledge	N/A
Assessment #3: Assessment of Professional Capabilities	Case Study - students design classroom community and learning activities to provide a welcoming space for all students.
Assessment #4: Clinical Experiences Measure of Teaching Proficiency	N/A
Assessment #5: Measure of Candidate Assessment Proficiencies	Differentiated Lesson Plan - students analyze modified instruction based on pre-assessment results.
Assessment #6: Candidate ability to diagnose and prescribe for personalized Student Learning	N/A
Assessment #7: Application of Content Knowledge and Pedagogical Skills (Instructional Practice)	N/A
Assessment #8: Assessment of Literacy Outcomes	N/A
Assessment #9: Dispositions	N/A



Student Teaching Lesson Plan for Formal Observations

[KY Framework for Teaching Rubric](#) (Lesson Planning focuses on Domain 1)

Student teachers use this format for each formal observation including the videotaped lessons. University Supervisors will communicate how early this lesson plan should be sent to them, via email, prior to each formal observation. The expectation is that the Cooperating Teacher will review this plan prior to the student teacher submitting it to the supervisor.

Student Teacher:

Date	Subject	Grade _____ # Students in Class _____
# Students IEP/504	# Students GT	# Students LEP

Context: Describe the Students for which this Lesson is Designed (1B)

Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiencies. Use student initials, not names, if identifying any specific identification. Give examples of what you know about students' interests and/or outside activities which could be incorporated into the lesson plans. Also, be specific about student skills and knowledge. Describe any diversity in the class.

Learning Target(s)/Objectives (1C)

Current lesson's learning target(s)/objective(s) (Connect each target/objective to the appropriate state curriculum/content area standards)

Students' Baseline Knowledge and Skills (1B, 1F) Describe and include the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson.

Lesson Procedures (1A, 1E) Describe the sequence of strategies/activities and/or assessments that will be used to scaffold instruction, engage your students. facilitate the 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.

Bell Ringer/Hook:

Instructional Strategies (sequence of events):

Closure:

Formative Assessment (1F) Describe and include the formative assessment(s) to be used to measure student progress during this lesson.

Resources (1D) 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.

Watch for... Identify anything that you would like specifically observed during this lesson.