




EDU 260 Classroom Assessment - Fall 2024

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EDU 260	Section 700	ONLINE/Web Delivery
Office Hours: Monday & Wednesday 11:00-1:00 Tuesday & Thursday 9:00-3:00		By Appointment on ZOOM:  https://wku.zoom.us/j/3692710251

Course Information and Delivery:

Note for the Fall ONLINE Section of EDU 260: This course is designed for Web-based delivery with fully asynchronous learning. We will have an introductory ZOOM for all students to attend during the first week of classes. We will also have some optional ZOOM check-ins for students who need support or have questions throughout the course.

EDU 260 introduces the integrated use of instructional planning, assessment, and technology in the classroom context for K-12 student learning, teacher planning, and school improvement. Developing and implementing research-based teaching strategies are studied to teach all learners effectively. This course will include planning techniques, effective teaching strategies, differentiated instructional and assessment strategies, motivational concepts, informal and formal assessment practices, and utilization of technology to support learning.

Modules and Student Learning Outcomes:

Module 1: Purpose and Introduction to Classroom Assessment

Students will be able to articulate the fundamental principles and purposes of classroom assessment, demonstrating an understanding of how assessment practices align with educational objectives and contribute to student learning.

Module 2: Goals, Standards, Objectives, & Learning Targets

Students will learn to understand and establish clear educational goals, align them with standards, and formulate precise objectives and learning targets to guide instruction and assessment.



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Module 3: Pillars of Quality Assessment

Students will explore the fundamental principles that underpin effective assessment practices, emphasizing the importance of reliability, validity, fairness, and practicality in designing and implementing assessments.

Module 4: Backwards Design

Students will learn the Backward Design model, a framework for designing curriculum and instruction by starting with the end goals in mind and ensuring that all learning activities and assessments align with desired learning outcomes.

Module 5: Universal Design for Learning

Students will discover the principles of Universal Design for Learning (UDL), which aim to create inclusive educational environments by providing multiple means of engagement, representation, and expression to meet the diverse needs of all learners.

Module 6: Informal/Embedded Formative Assessment

Students will learn to use informal and embedded formative assessments to continuously monitor student learning, provide timely feedback, and adjust instruction to improve student outcomes.

Module 7: Formal Formative and Summative Assessment

Students will be proficient in designing and implementing formative and summative assessment techniques. They will be able to distinguish between the two, select appropriate strategies for various instructional contexts, and analyze the impact of these assessments on student progress.

Module 8: Creating Assessment Items

Students will demonstrate the ability to develop and apply authentic assessment methods, including constructed response items and performance tasks. They will create assessments that mirror real-world scenarios, evaluating student skills beyond simple recall and fostering a deeper understanding of content.

Module 9: Rubrics

Students will be proficient in the creation and utilization of assessment rubrics. They will design clear and effective rubrics to evaluate student work, ensuring transparency in grading criteria and providing constructive feedback to support student growth.

Module 10: Differentiated Assessment

Students will be able to implement differentiated assessment strategies that address the diverse needs of learners. They will design assessments that accommodate varied learning styles, abilities, and preferences, fostering an inclusive and supportive learning environment.



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Module 11: Data Analysis and Interpretation

Students will learn to analyze assessment data, interpret results, and provide meaningful feedback. They will understand the role of feedback in the learning process and apply effective grading practices, aligning assessment outcomes with instructional goals to support student achievement.

Module 12: Grading and Student Performance

Students will examine grading practices and their impact on student performance, exploring strategies to ensure that grades accurately reflect student learning and promote academic growth.

Module 13: Creating A Culture of Positive Assessment

Students will focus on building a classroom culture that views assessment as a positive and integral part of the learning process, encouraging student motivation, engagement, and ownership of their learning.

The course material will be delivered some recorded lessons, optional online meetings via ZOOM, and assignments/readings via the online course framework. Western Kentucky University's **BLACKBOARD** course framework will be used throughout the course.

Your @wku.edu email address is required for communication with the course instructor and must be active by the first week of class. Please inform me of any accessibility problems on the first day of class.

Prerequisites: EDU 250

Textbooks and Required Materials:

McMillan, J.H. (2023). *Classroom assessment: Principles and practice that enhance student learning and motivation (8th Edition)*. Pearson. (PRINT OR E-BOOK). Other assigned readings are available electronically (refer to the course calendar).

KTPS with INTASC - Core Curriculum Alignment

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.*

Standard 6. Assessment: *The teacher shall understand and use multiple assessment methods to engage learners in their growth, monitor learners' progress, and guide the educators' and learners' decision-making.*

Standard 8. Instructional strategies: *The teacher shall understand and use various instructional strategies to encourage learners to develop a deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.*



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Methods of Evaluation	Point Value
Key Assignments	600 points TOTAL
<i>Key Assignments will be assigned throughout the semester:</i> <ul style="list-style-type: none">• <i>Learning Target Alignment (submitted to Anthology)</i>• <i>Principles of UDL</i>• <i>Formative Assessment Strategies</i>• <i>Creating an Assessment (submitted to Anthology)</i>• <i>Data Analysis</i>• <i>Creating a Positive Culture of Assessment</i>	<i>100 pts. each</i>
Reflection Assignments	250 points TOTAL
<i>Students will post a reflection based on the week's learning. These will be posted on various platforms, including the Blackboard Discussion Board and Journal, Padlet, Slide Deck, and other online platforms. Topics include:</i> <ul style="list-style-type: none">• <i>Reflecting on the aspects of positive/negative assessment culture</i>• <i>Concepts of Reliability & Validity</i>• <i>Backward Design Lesson Planning Practice</i>• <i>Creating Rubrics</i>• <i>Assessment Accommodations</i>	<i>50 pts. each</i>
Final Exam - Assessment Literacy	100 points TOTAL
Professionalism	100 points TOTAL
<i>Consistent attendance, active participation, timely submission of work, and respectful behavior are not only expected but are integral to your growth as a student and future professional educator.</i>	
Formative Assessments	
<i>Low-stakes formative assessments are built into weekly lessons so students can show their learning progress on each module. These assessments are structured to help the instructor measure student learning and provide quantitative and qualitative feedback.</i>	



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Late submission for assignments (only with the instructor's permission) must be requested in writing and receive permission in writing. All assignments submitted after the due date will automatically default to zero in Blackboard until they are submitted and grades are updated. Once due dates have passed, assignments will be subject to late penalties at the instructor's discretion.

****Late submission penalties****

There will be a 10% deduction of the overall grade each day an assignment is late. This deduction will continue to accrue for no longer than three days. After an assignment/submission is more than 72 hours late, no credit will be given unless the situation has been discussed with the professor. At that point, any credit granted for the assignment is up to the discretion of the professor.

Professionalism Policy One of the most important aspects of becoming a teacher is learning appropriate professional behavior. Professionalism is expected during all class activities and when interacting with classmates and the professor at all times. You will earn professionalism points based on your interactions with the professor and classmates. Points are earned by: 1. Attending class meetings live 2. Coming to class prepared 3. arrive to class on time and remaining in class the entire time 4. Participating in class discussions live and via online platforms (e.g., Perusall, discussion boards) 5. Treating classmates and the professor in a respectful manner in discussions, meetings, emails, and online platforms. 6. Completing assignments as required. 7. Communicating in a respectful manner across all platforms. Points are deducted for any form of unprofessional behavior. Examples include being disrespectful, repeated failure to participate in discussions, or failure to meet classroom expectations (e.g., camera off during a Zoom meeting). I will not always notify you when I deduct professionalism points. You may ask me for your current professionalism points at any time during the semester. All assignments are due at 11:59 pm on the date due (Sundays unless otherwise noted on Blackboard).

Cell Phone Usage

Cell Phones are to be turned off/on vibrate during class. Take care of personal needs and work to return to the present and engage in class when possible.

Technology Online Class Etiquette:

Mute your screen when not speaking to avoid distractions.

Turn on your video when possible to engage and collaborate with the class.

Engage in a well-lighted area when possible.

Use the chat to ask/answer questions. Click the hand raise symbol to raise your hand and speak.



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Grading Scale

Final course grades will be determined using the following percentage-based scale:

Grading Scale	
Grade	Percent
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	≤60%

Per WKU and the School of Teacher Education, students must score at 70% or higher to earn credit for a Core class. EDU 260 is part of the Education Core program.

Academic and Class Attendance Policies

Western Kentucky University is committed to regular class attendance, essential to successful scholastic achievement. Absence is permitted only in cases of illness or other legitimate cause. The instructor believes that pre-service teachers should be diligent in their work, which includes being on time and attending class. In cases of legitimate absence from the class, the student has the opportunity and responsibility to make up for all class work missed. In case of absence for any other reason, the student will present his reason directly to the instructor before the start of the class to which (s) he will be absent. Because all teacher candidates are also measured on Professional Dispositions, excessive absences will result in decisions about a Program Improvement Plan.



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Diversity, Inclusion, and Student Support

ADA Accommodation

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, Room 1074. The 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.

Sexual Misconduct/Assault Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#O.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#O.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

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, Andrea Anderson, 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.

For further information and support you may choose to go to the Student Accessibility Resource Center: <https://www.wku.edu/sarc/>



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TITLE IX/ Discrimination and 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 Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. 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.

Inclusion Statement

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.

Land Acknowledgement Statement

The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this University was built. All land in the state of Kentucky was once Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (Gʷɪjʌʌ Tsalaguwetiyi) tribes.



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We also honor and acknowledge the former residents of Jonesville. According to the [Jonesville History Project](#), "Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization."

Honor Pledge

Plagiarism

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Limited or Specific Use of AI Permitted

In general, the work you submit in this class will be your own, and you are not authorized to use artificial intelligence (AI) tools such as ChatGPT, Bard, HuggingChat, Jasper, Copy.ai, Anyword, etc. However, there will be specific assignments or activities in which we will utilize these tools to enhance your learning experience. In these instances, I will provide additional information about the assignment and how AI will be employed and cited. Again, unless permission is granted, you are expected to complete assignments without substantive assistance from others, including AI tools. If you are unsure if you are using AI tools appropriately in this course, please visit with me. Examples of how to cite AI tools are available at <https://libguides.wku.edu/stylewrite/ai>.

Additional Student Services

The WKU Center for Literacy is located in Gary A. Ransdell Hall 2066. At the Center for Literacy, students can receive assistance in developing strategies to help reading/studying to learn and writing for evidence and argument. The Center for Literacy offers both individual and small group sessions throughout the semester. More information about the WKU Center for Literacy can be found on the website: <http://www.wku.edu/literacycenter/>

Writing Center Assistance: *The Writing Center on the Bowling Green campus* will have writing tutors available to offer advice to current WKU students on any stage of their writing projects.



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In-person tutoring is available in Cherry Hall 123 from 9-4 Monday through Friday and in the Cravens Commons (at the horseshoe-shaped reference desk) from 5-9 on Sunday through Thursday evenings. Students may also request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making appointments. Walk-in feedback is available unless we are booked up. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to (writingcenter@wku.edu).

The WKU Glasgow START Center/Writing Center will be offering writing tutoring sessions as well as in person. More information on how to make appointments and what to expect from your appointment will continue to be posted at <https://www.wku.edu/startcenter/>.

The Three Core Curriculum Themes:

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

(Explain in the three theme columns how the assessment aligns to the theme.)

Assessment	Literacy Theme 	Technology Theme 	Professionalism Theme 
1: Alignment Project	In formative assessments preparing for the project, students will engage in strategies including comparing and contrasting; questioning and summarizing; graphic organizers and others.	Assessment completed on submitted using modern technology platforms.	In a group/team formative assessment prior to the summative project, students collaboratively develop assessments.
2: Digital and Differentiation Project	In formative assessments preparing for the project, students will engage in strategies including comparing and contrasting; questioning and summarizing; graphic organizers and others.	Assessment completed on submitted using modern technology platforms. Students will utilize at least 2 different digital tools to assess students.	In a group/team formative assessment prior to the summative project, students collaboratively develop assessments.



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[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
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,		X	X		



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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.		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, 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		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



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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
EDU 250		I (assess)		I	I	I	I	I
EDU 260		I		R (assess)	I		I	I
PSY 310		I (assess)					I	I
EDU 350		I		R/D	R (assess)	R	I (assess)	I (assess)
EDU 360		I (assess)		R/D	R	R	R	R

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)
Assessment <i>Final Project</i>	Obj. # 1, 2		Std. #5, 6, 8	SLO #2, 4, 6

ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION

PREPARATION

(EPSB Program Level Requirements)

N/A



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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 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?	Final Project
2. Briefly describe how candidates use the Kentucky Academic Standards and appropriate assessment data to guide instruction.)	Final Project
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.	Project
5. How does the candidate demonstrate understanding of how a school/district implements the curriculum at the school and classroom level?	



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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?	Students are quizzed on the types of assessment in Kentucky
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Course Assessment Serving as Education Preparation Program “Key Assessments” aligned to CAEP Accreditation:

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	Final Project
Assessment #6: Candidate ability to diagnose and prescribe for personalized Student Learning	
Assessment #7: Application of Content Knowledge and Pedagogical Skills (Instructional Practice)	Final Project
Assessment #8: Assessment of Literacy Outcomes	
Assessment #9: Dispositions	Professionalism Evaluation



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WKU School of Teacher Education Lesson Plan Template

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.

- 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/NAAEE standard(s)
- 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/NAAEE standard(s)
- 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/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.



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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.)*