WKU	**COURSE:** **SMED 300 MIDDLE GRADES SCIENCE SKILLS & METHODS** Syllabus
Instructors:	Dr. Martha M. Day, Professor, martha.day@wku.edu, Office: KTH 1011 Voice/Cell/Text: 615-319-1099
Class Location: ONLINE	
Instructor's Office Hours: Mondays 8am-noon, Tuesday/Thursday KTH 1011 9:45 am-11:00 am, Online Tuesdays 4:00pm-7:00pm Please text/email for an appointment. *Schedule subject to change for clinical observation schedule	

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

Course Description: SMED 300 **Middle Grades Science Skills and Methods 3 Hours**
Laboratory-based introduction to the science skills and methods needed by middle school teachers. Note: Nine hours of science and admission to Teacher Education is required.

Prerequisites: MATH 117

Textbooks and Required Materials:

1. Required Textbook: **MUST PURCHASE: Cothron, J. H., Giese, R. N., & Rezba, R. J. (2019). *Inquiry-based science activities in grades 6–12: Meeting the NGSS.* NSTA Press.**

Major Course Topics:

Learning Outcomes: Upon completing this course, students will be able to perform activities related to:

Kentucky Teacher Standards
Standard 1: Demonstrates applied content knowledge
Standard 2: The teacher designs and plans instruction
Standard 3: The teacher creates and maintains learning climate
Standard 4: The teacher implements and manages instruction
Standard 5: The teacher assesses learning and communicates results
Standard 10: Provides leadership in the school, community, and profession

Kentucky Professional Growth and Effectiveness Standards
Standard 1-Planning and Preparation
Standard 2-The Classroom Environment
Standard 3-Instruction
Standard 4-Professional Responsibilities

Standard 5-Student Growth

Course Objectives:

Upon successful completion of SMED 300, the pre-service teacher will be able to:

1. **Apply the Nature and Practices of Science (SEPs 1–8)**
   Students will demonstrate proficiency in the NGSS Science and Engineering Practices, including asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, and constructing explanations based on evidence.

2. **Design and Deliver Three-Dimensional, Inquiry-Based Science Lessons (SEPs, DCIs, CCCs)**
   Students will develop and implement instructional plans that integrate all three dimensions of the NGSS, using inquiry-based approaches that promote sensemaking and support student engagement with core science ideas.

3. **Integrate Science Process Skills Using NGSS Practices (SEPs)**
   Students will design learning activities that emphasize scientific inquiry and the development of science process skills aligned to NGSS practices, including data collection, analysis, argument from evidence, and communication of findings.

4. **Develop and Use Performance-Based Assessments (3D Learning Evidence)**
   Students will construct and utilize formative and summative assessment strategies that evaluate student understanding of three-dimensional learning outcomes, focusing on students' ability to apply scientific knowledge and practices in authentic contexts.

5. **Implement Safe, Ethical, and Inclusive Science Learning Environments**
   Students will demonstrate the ability to manage classroom laboratory environments safely and equitably, modeling ethical responsibility and inclusive instructional strategies that support diverse learners in NGSS-aligned science learning.

Description of Course Assessments:

SEE DETAILED SCHEDULE ON BLACKBOARD
Field Work: No Field Work is Required for this course

Course Grading and Evaluation:

DUE DATE:	Points	SMED 300 Assignment Descriptions
		SEE DETAILED SCHEDULE

Any work not attempted or attempted with minimal effort will receive zero points.
Also, see the late work policy outlined on the course syllabus.

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	**≤69%**

Deadlines and Resubmission Policy

Students are always welcome to email the instructor in ADVANCE of assignment due dates for informal feedback. Thus, resubmitted work AFTER due dates is not permitted.
Late assignments will result in a 20% grade reduction for each calendar day an assignment is late and will not be accepted after five days from the original due date.
All work must be turned in according to the format requested.
Assignments are posted well in advance of their due dates to accommodate student schedules.

Be sure to PRINT A HARD COPY OF THE SYLLABUS AND SCHEDULE. DO NOT RELY ON BLACKBOARD TO

REMIND YOU THAT AN ASSIGNMENT IS DUE.
THE PRINTED SCHEDULE IS YOUR BEST OPTION FOR SUCCESS!

Getting HELP!

If you are having trouble with your computer, the internet, or Blackboard, please call the WKU Information Technology Help Desk at 270-745-7000.

Attendance and Participation Policy:
The WKU Student Handbook states: "Registration in a course obligates the student to be regular and punctual in class attendance and participation." Students for whom regular, punctual attendance will be impossible should withdraw from the class immediately. For absences or tardies to be considered "excused", student must advise the instructor IN ADVANCE or IMMEDIATELY THEREAFTER of circumstances which the instructor deems to be HIGHLY EXTENUATING and accompanied by DOCUMENTATION. Unexcused absences or tardies will result in a reduction in the final grade assigned in the course.
Student Engagement: Students are expected to be actively and respectfully engaged in all class activities. Students should follow directions, participate in class discussions, restrict conversations to professional class related dialogue and limit technology use to tasks specifically related to class. **Cell phone usage during class (texting and talking) is not permitted during class unless you are specifically instructed to participate in a class related poll.** Lack of observation of these requirements will be addressed and will result in grade reduction if the student fails to comply.

Communication: Email, text, and telephone communication facilitates active communication between the instructor and students. Please be advised that you are expected to communicate in a professional manner. This entails using appropriate salutations and closing in emails along with appropriate spelling and grammar. Text messages sent to the instructor must observe appropriate spelling and grammar and avoid the use of acronyms and slang. Keep your communications with your instructor, cooperating teachers and fellow students on a PROFESSIONAL level.

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

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.

ChatGPT&Generative AI Limited or Specific Use of AI Permitted:

In general, I expect that the work you submit in this class will be your own and you are not authorized to use artificial intelligence (AI) tools such as (*list relevant examples*). 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 you with 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.
Artificial intelligence (AI) tools such as (*list relevant examples*) may be use for (*list assignments or types of activities such as brainstorming or gathering ideas*) with appropriate citation, but not for (*list assignments*). If you are unsure if you are using AI tools appropriately in this course, I encourage you to visit with me. Examples of how to cite AI tools are available at https://libguides.wku.edu/stylewrite/ai. *(You may also want to provide additional resources appropriate to your course.)*

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 (ᏣᎳᎩᏗ Tsalaguwetiyi) tribes.

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."

Things You Should Know:

Academic Integrity

Student Code of Conduct

Student Handbook

Student Resource Portal

Blackboard Student Mobile Applications

IF ISSUES ARISE

Student Complaint Procedures

Student Grievance Procedures

Student Ombuds

Student Legal Services

BE PREPARED – KNOW WHERE TO GO

All Gender Restroom

Safe Space

WKU Emergency Preparedness

Active Shooter Preparedness

WKU Police

Counseling and Testing

Food Security

Center for Literacy

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 his/her own. One must give any author credit for source material borrowed from him/her. 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. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection softwar

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	
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.	
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.	
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.	
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.	
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 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.	

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.	
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.	
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.	
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.	

Student Learning Outcomes: *(list the courses in your program pathway in the far left column)*

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**
SMED 101		I (assess)	I (assess)	I	I	I	I	I
SMED 102		I	I (assess)	R (assess)	I	I (assess)	I	I(assess)
SMED 310		D (assess)	R (assess)	R/D	R	R	I	I
SMED 320	D(assess)	D(assess)	D(assess)	R/D	R (assess)	R	I (assess)	D (assess)
SMED 340	D(assess)	R	D(assess)	R/D	R	R	R	R
SMED 360	D(assess)	R	D(assess)	R/D	R	R	R	R
SMED 470	D(assess)	M(assess)	M(assess)	M/D	R	R	R	M(assess)
SMED 489	M(assess)	M(assess)	M(assess)	M/D	M	M	R	M

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	Overall Core Program Student Learning Outcomes (number)
Clinical Experiences and Assessments-No Clinical Assignments are Required				

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

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

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

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

1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;	
2. English language learners;	
3. Students with disabilities; and	
4. Students from the following grade levels:	
● Elementary	0
● Middle School OR SECONDARY SCHOOL	
(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)
- **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?	**5E Lesson Plan**
2. Briefly describe how candidates use the Kentucky Academic Standards and appropriate assessment data to guide instruction.)	**5E Lesson Plan**

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?)	**5E Lesson Plan**
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.	**5E Lesson Plan**
5. How does the candidate demonstrate understanding of how a school/district implements the curriculum at the school and classroom level?	**5E Lesson Plan**
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?	**5E Lesson Plan**

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

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

CAEP Key Assessment Areas	Assessment and Description
Assessment #1: Content Assessment	**5E Lesson Plan**
Assessment #2: Other Assessment of Content Knowledge	**5E Lesson Plan**
Assessment #3: Assessment of Professional Capabilities	**5E Lesson Plan**
Assessment #4: Clinical Experiences Measure of Teaching Proficiency	
Assessment #5: Measure of Candidate Assessment Proficiencies	**5E Lesson Plan**
Assessment #6: Candidate ability to diagnose and prescribe for personalized Student Learning	**5E Lesson Plan**
Assessment #7: Application of Content Knowledge and Pedagogical Skills (Instructional Practice)	**5E Lesson Plan**
Assessment #8: Assessment of Literacy Outcomes	
Assessment #9: Dispositions	
Assessment #10: Exit Survey	

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. NOT necessary for CORE -- delete this section if CORE COURSE.)

SPA Standard # and Description National Science Teachers Association	SMED 101	SMED 102	SMED 310	SMED 320	SMED 340	SMED 360	SMED 470	SMED 489	SEC/ MGE 490
Standard 1: Content Knowledge Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure	X	X	X	X	X	X	X	X	X
Standard 2: Content Pedagogy Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students.	X	X	X	X	X	X	X	X	X
Standard 3: Learning Environments Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources--including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.	X	X	X	X	X	X	X	X	X
Standard 4: Safety Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure	X	X	X	X	X	X	X	X	X
Standard 5: Impact on Student Learning Effective teachers of science provide evidence to show that P-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.	X	X	X	X	X	X	X	X	X
Standard 6: Professional Knowledge and Skills Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community	X	X	X	X	X	X	X	X	X

SPA Standard # and Description National Council of Teachers of Mathematics	SMED 101	SMED 102	SMED 310	SMED 320	SMED 340	SMED 360	SMED 470	SMED 489	MGE 490
Standard 1: Content Knowledge Effective teachers of secondary mathematics demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.	X	X	X	X	X	X	X	X	X

Standard 2: Mathematical Practices Effective teachers of secondary mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching	x	x	x	x	x	x	x	x	x
Standard 3: Content Pedagogy Effective teachers of secondary mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice	x	x	x	x	x	x	x	x	x
Standard 4: Mathematical Learning Environment Effective teachers of secondary mathematics exhibit knowledge of adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.	x	x	x	x	x	x	x	x	x
Standard 5: Impact on Student Learning Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.	x	x	x	x	x	x	x	x	x
Standard 6: Professional Knowledge and Skills Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.	x	x	x	x	x	x	x	x	x
Standard 7: Secondary Mathematics Field Experiences and Clinical Practice Effective teachers of secondary mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in secondary mathematics directed by university or college faculty with secondary mathematics teaching experience or equivalent knowledge base.	x	x	x	x	x	x	x	x	x

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

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

International Literacy Association Standard # and Description	Course Experiences and/or Assessments
STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of	

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

SCHOOL OF TEACHER EDUCATION
Lesson Plan Template

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.)*