Department of Teaching and Learning
Inquire. Educate. Innovate.

Course Information

Prefix & Number	EDSC 433/CIS 533
Title	Methods of Teaching English
Credits	3 credit hours
Semester	
Instructor	
Office/Phone/Email	
Class Location	
Office Hours	
Prerequisites	
Course Description (Course Introduction)	**EDSC 433 - Teaching Secondary English (Formerly ICS 412)** Students must have completed or be currently enrolled in courses to complete three-fourths of the course work in their respective teaching fields. Methods, materials, teaching techniques and strategies unique to the specialized area; curriculum; classroom organization; test construction/evaluation, technology and multimodal composition. **Credits 3** Undergrad: http://catalog.unlv.edu/content.php?catoid=1&n avoid=101 **CIS 533 - Teaching Secondary English** This course is designed for pre-service teachers planning to teach high school English. Course topics include methods, materials, teaching techniques, and strategies unique to the English classroom, as well as curriculum design, lesson planning, assessment, and current issues in the teaching of English. Notes: Credit at the 500 level normally requires *additional* work. **Credits 3** Graduate: http://catalog.unlv.edu/content.php?catoid=2&n avoid=97

SPA Standards Addressed: Standard Domain Areas Addressed in this Course **INTASC Principles Addressed in this Course (please insert three subcomponents to them (performance, essential knowledge, and critical dispositions**	**The Learner and Learning** • Standard #1: Learner Development. The teacher understands 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 designs and implements developmentally appropriate and challenging learning experiences. (INDICATORS: A,B,D,G,H,I,J,K) • Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (INDICATORS: A,B,C,D,G,J,L,M,N,O) • Standard #3: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. (INDICATORS: A,B,D,E,G,I,J,M,N,O,P,Q,R) **Content** • Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (INDICATORS: A,B,C,D,E) • Standard #5: Application of Content. The teacher understands 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. (INDICATORS:A,B,C,D,E,F,G,H,K,L,M,N,O,P,Q,R,S) **Assessment** • Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (INDICATORS: A,B,D,E,I,J,N,Q,R,S,T,U) **Instructional Practice** • Standard #7: Planning for Instruction. The teacher plans 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. (INDICATORS: A,B,C,D,E,F,G,H,J,K,L,M,N,O,P,Q)
- Standard #8: Instructional Strategies. The teacher understands and uses 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. (INDICATORS: A,B,C,D,E,F,G,H,I,J,L,M,N,O,P,Q,R,S)

Professional responsibilities
- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (INDICATORS: A,B,C,D,F,G,H,I,L,N)
- Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (INDICATORS: B,C,G,N,R,S,

COURSE OBJECTIVES
By the end of this course, you will be able to:
- Demonstrate mastery of lesson planning based on different instructional objectives, teaching models, and student diversity;
- Differentiate the teacher-centered and student-centered teaching models, classroom management and classroom assessment;
- Demonstrate the acquired teaching skills and dispositions;
- Demonstrate meeting the InTASC standards listed below;
- Identify your teaching strengths and weaknesses through reflection on your teaching practice.

REQUIRED TEXTBOOKS

1. Smagorinsky, Peter (2007). Teaching English by Design: How to Create and Carry Out Instructional Units

2. Garcia, A. & O'Donnell-Allen, C. (2015). Pose, Wobble, Flow: A culturally proactive approach to literacy instruction. New York: Teachers College Press.

3. Shakespeare: Romeo and Juliet. http://www.folgerdigitaltexts.org/download/pdf/Rom.pdf

Young Adult Novels (choose one)
• Eleanor & Park, Rainbow Rowell
• If You Come Softly, Jacqueline Woodson
• The Fault in Our Stars, John Green
• Shame the Stars, Guadalupe Garcia McCall
• The Outsiders, S.E. Hinton

Supplemental Texts (Excerpted)
• Janks, H. (2014). Doing Critical Literacy.
• Hicks, Troy (2015). Assessing Students Digital Writing
• Shagoury, R. & Power, Brenda Miller (2012). Living the Questions: A Guide for Teacher-Researchers (CIS 533)

SUPPLEMENTAL MATERIALS
To complete this course, you must be able to use WebCampus to communicate with the instructor and classmates.

Reference
Bring digital or hardcopies to class for reference. If you access documents digitally, please bring a device other than your phone.
  ☐ Nevada Academic Content Standards:
     http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Standards/ELA/
  ☐ NCTE Standards for the English Language Arts: http://www.ncte.org/standards/ncte-ira
  ☐ ISTE: http://www.iste.org/standards/ISTE-standards/standards-for-students
Common Core State Standards: http://www.corestandards.org/ELA-Literacy/

ATTENDANCE POLICY
I understand that we all get sick and busy. However, our class meets weekly so missing one class is equivalent to missing a week's worth of class. **You will be able to miss one class without jeopardizing your grade. If you are absent more than once, you will receive a half a letter**

grade deduction in your final grade (For example A to A-, B to B-). You can't contribute to class if you do not attend!

TECHNOLOGY POLICY
Electronic devices may only be used for class-related activities. Please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may affect your grade.

LIBRARY SOURCES
Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

ASSIGNMENTS & GRADING
Assignments will be graded according to the rubrics and information provided in this syllabus. Course grades will be based on the following scale:

EDSC 433	CIS 533
180-200 A 160-179 B 140-159 C 120-139 D 119 and below F	238-265 A 212-237 B 185-211 C 159-184 D 158 and below F

Assignment Guidelines: All assignments must be written in Times New Roman 12 point font and follow APA (6th edition) formatting guidelines. Please keep in mind that they reflect your professionalism and therefore should be completed in a scholarly manner. **Assignments must be submitted electronically via Webcampus and are due by the time and date indicated.** Failure to turn in an assignment by the assigned date will result in a 20% reduction of the total points for the assignment. Assignments more than one week late will not be accepted. If there is an emergency contact me as soon as possible. Failure to follow any of these guidelines will result in a reduction in points for the assignment.

Course Assignments EDSC	Due Date	Subtotal
1. Discussion Leaders	Ongoing	15
2. Lesson Plan #1 & Reflection	2/28	10
3. Unit Rationale	3/7	10
4. 5 Lessons (1 Week)	4/4	10
5. Ignite & Demo	4/25	20
6. Unit of Study	4/25	100
7. Final Exam	5/9	30
Total	**200**	

Course Assignments CIS	Due Date	Subtotal
1. Discussion Leaders	Ongoing	15
2. Research Plan Template	2/21	10
3. Lesson Plan #1 & Reflection	2/28	10
4. Unit Rationale	3/7	10
5. 5 Lessons (1 Week)	4/4	10
6. Data Checkpoint	4/4	10
7. Ignite & Demo	5/2	20
8. Unit of Study & Research Report	5/2	150
9. Final Exam	5/9	30
Total	**265**	

Class Schedule and Assignments*

*Tentative and subject to change

	Date	DISC #	Reading Due	Class Topic	Assignment Due
1				Intro Design Thinking & Visual Thinking Strategies	
2		DISC #1	PWF 1/2 Skim: UDL	Crafting Q's Lesson Planning	
3		DISC #2	TEBD 3/4 Romeo & Juliet **CIS** *Living the Questions (LQ) ch. 2 & skim other plans*	Unit Planning	
4		DISC #3 & #4	TEBD 5/6 PWF 3/4 **CIS** *LQ* ch. 3	Unit planning Writing *WKSHOP: Goals & Rubrics*	Unit Idea **CIS** Inquiry Q. idea
5			CIS: Living the Q's WebCampus	**NO CLASS** Lesson planning time & YAL	
6		DISC #5	YA Novel Due PWF 5	Reading *WKSHOP: Lesson plans*	*LP 1 hardcopies* **CIS Research Plan**

7		DISC #6	TEBD 7/8 Janks (WebCampus) Intro to *Doing Critical Literacy*	Writing, language, and assessment *WKSHOP: Goals, Assessments & Rubrics*	LP 1 Webcampus
8		DISC #7	TEBD 9/10 **CIS** LQ *ch. 4*	Writing *WKSHOP: Unit Rationale*	
9		DISC #8	TEBD 11/12	Writing *WKSHOP: Outlining Unit*	Rationale Webcampus
10		DISC #9	TEBD 13; Janks; Social Justice TBA & Unit Examples	Movie Night! Bring popcorn & soda	
11		DISC #10	TEBD 14	*WKSHOP: Daily Lesson Plans*	
12			Assessing Digital Writing- Hicks (WebCampus) **CIS Ch. 5 LQ on data analysis**	Technology *WKSHOP: Daily* 4/4 *Lesson Plans*	5 Lessons (1 week) hardcopies & **Webcampus** CIS: Data
Spring Break				NO CLASS	
13	NO CLASS			NO CLASS Unit Planning	
14				EDSC Ignite & Demos	EDSC Unit of Study WebCampus
15				CIS Ignite & Demos	CIS Research Report & Units in WebCampus

16				Final Exam on Reading & Class Activities: ONLINE	

Class Schedule Narrative
Week 1:
Introductions and team building.
<u>Discussion:</u> Design thinking and visual thinking strategies. <u>Reading Due:</u> N/A
<u>Assigned Reading:</u> PWF Chapters 1 & 2; SKIM Universal Design for Learning
http://www.udlcenter.org/aboutudl/whatisudl

Week 2:
Crafting questions for inquiry; Lesson planning: Unwrapping standards, Components of an effective lesson; crafting objectives and aligning instruction and assessment
<u>Discussion & Reading DUE</u>: PWF (**Discussion Leaders #1)** and UDL <u>Assigned Reading:</u> TEBD Chapters 3 & 4; Romeo and Juliet http://www.folgerdigitaltexts.org/download/pdf/Rom.pdf

Week 3:
Unit Planning Overview & Understanding by Design- Backwards planning (using Shakespeare)
<u>Discussion & Reading DUE:</u> TEBD (**DL #2)** Alternatives to teacher-led discussions & planning the whole course. <u>Assigned Reading:</u> TEBD 5/6 & PWF 3/4
Week 4:
Unit planning (as needed) and Writing
<u>Discussion & Reading DUE:</u> (**DL #3)** TEBD Ch's 5 and 6 on goals for conventional and unconventional writing assignments; (**DL #4)** Civic action and writing in PWF, Ch's 3 and 4.
<u>WORKSHOP:</u> Goals and rubrics for unit of study working session with groups <u>Assigned Reading:</u> YA Novel and PWF 5 for 2/21

Week 5:
NO CLASS: Lesson planning time & finish YA novel choice

Week 6:
Reading and Lit Circles; Digital reading strategies
Discussion & Reading DUE: (DL #5) PWF chapter 5: Curating reading for students
WORKSHOP: Lesson plans peer response
Assigned Reading: TEBD 7/8 and Hillary Janks: Doing Critical Literacy Introduction (see WebCampus)
CIS DUE: Research Plan Template in WebCampus

Week 7:

Reading and Lit Circles; Digital reading strategies (as needed) Assessment, language and writing
Discussion & Reading DUE: (DL #6) TEBD ch's 7 and 8: Responding to student writing. Whole group: Hillary Janks: Doing Critical Literacy Introduction (see WebCampus)
WORKSHOP: Goals, assessments, and rubrics working session Assigned Reading: TEBD 9/10
EDSC/CIS DUE: Lesson plan 1 in WebCampus

Week 8:

Writing workshops; Writing
Discussion & Reading DUE: (DL #7) TEBD Ch's 9 and 10: The Basics of Unit Design and Rationale (PWF: Stance)
WORKSHOP: Working on Unit Rationale w/groups Assigned Reading: TEBD 11/12
Discussion & Reading DUE: (DL #8) TEBD Ch's 11 and 12: Setting up the construction zone.
WORKSHOP: Outlining our entire unit, graphic organizers and calendars
Assigned Reading: TEBD 13 & Find units to serve as models using the following links:
• Methods UNLV:
https://drive.google.com/drive/folders/0B791IOSjf3w7NDZRWElUNnpLb00?usp=sharing
• Smagorinsky's Virtual Library of Conceptual Units:
http://smago.coe.uga.edu/VirtualLibrary

Week 9: EDSC/CIS DUE: Unit Rationale due in WebCampus
Writing Continued Visual Cultures
Discussion & Reading DUE: **(DL #8)** TEBD Ch's 11 and 12: Setting up the construction zone.
WORKSHOP: Outlining our entire unit, graphic organizers and calendars
Assigned Reading: TEBD 13 & Find units to serve as models using the following links:
  • Methods UNLV:
    https://drive.google.com/drive/folders/0B791IOSjf3w7NDZRWElUNnpLb00?usp=sharing
  • Smagorinsky's Virtual Library of Conceptual Units:
    http://smago.coe.uga.edu/VirtualLibrary/
EDSC/CIS DUE: Unit Rationale due in WebCampus

Week 10:

Movie Night: *Romeo is Bleeding* and DEBRIEF
Discussion & Reading DUE: **(DL #9)** TEBD 13, social justice education TBA and small group discussion of sample units.
Assigned Reading: TEBD 14

Week 11:
Research, digital literacy and writing nonfiction, multimodal narratives. **BYOD: BRING YOUR OWN DEVICE**
Discussion & Reading DUE: **(DL #10)** TEBD Ch. 14 and sample unit plans (for group work)
WORKSHOP: Introductory activity drafts and weekly unit planning, calendar Assigned Reading:
Assessing Digital Writing and MAPS, Troy Hicks

Week 12:
Technology: **BYOD: BRING YOUR OWN DEVICE**
Assessment, language and writing
Discussion & Reading DUE: **(DL #6)** TEBD ch's 7 and 8: Responding to student writing. Whole group: Hillary Janks: Doing Critical Literacy Introduction (see WebCampus)
WORKSHOP: Goals, assessments, and rubrics working session Assigned Reading: TEBD 9/10
EDSC/CIS DUE: 5 Lessons (1 week of your unit) due in class and WebCampus
CIS DUE: Data for analysis
✪ SPRING BREAK

Week 13:
NO CLASS Unit Planning

Week 14:
EDSC Ignite presentations and demos
EDSC DUE: Unit of Study in WebCampus (link to Google folder on reflection page)

Week 15:
CIS Ignite presentations and demos; Research roundtable CIS ONLY (E/O for EDSC)
CIS DUE: Unit of Study and Final Research Report in WebCampus (link to Google unit folder on Research Report page)

Week 16: Final Exam ONLINE
Final exam on course reading, assignments, and self-assessment of learning

COURSE ASSIGNMENTS EXPLANATION

It is my expectation that every student will earn an A in this course. Each of the formative assignments: Lesson Plan, Rationale, and Week of lessons can be revised for full credit within ONE WEEK of grading. One announcement will be sent to all students after the last item is graded. Assignments will not be accepted after that point.

(1)   Discussion Leaders (15 Points)

(2)   Groups of 2-3 students will lead discussions each week for the assigned reading. Discussion leaders are expected to guide the seminar discussion. You will be awarded a group grade and will be assessed according the discussion rubric (see Appendix A)

Responsibilities:
- Prepare a short introduction (verbal or minimal props)
- Create a handout of key points and/or helpful resources
- Prepare a minimum of 5 questions to guide or redirect the discussion, if needed (on handout)
- Manage the discussion and encourage participation

(2)   Lesson Plan #1 (10 Points)

Planning is critical to effective teaching and probably the most valuable skill you will practice in this class. This assignment will give you written practice of a variety of instructional plans and help you understand and apply the performance criteria of CCSD's adopted "Components of an Effective Lesson." Lesson plan will be used in your unit of study.

What do I have to do?

You must create one original lesson plan, in one of the following categories: Reading Literature or Informational Text, Writing, Language, and Speaking and Listening.

Note: Please use the lesson plan format I provide (see Appendix B, C, D).You may use other sources, but your lesson plan should demonstrate your understanding of how to create a lesson plan. Do not simply repackage a plan from another source. Do not submit a lesson plan you have submitted as another class assignment.

What will I turn in?

Along with the plan itself and any relevant instructional materials (ie. text, visuals, PowerPoint), you will turn in a 1.5-2 pages reflection paper, double-spaced, APA format that includes:

1.   Connections to Standards: Specifically, how does this plan fit with CCSS?
2.   Connections to your PWF pose: Describe how this fits with your stance.

SPECIAL NOTES

Academic Misconduct

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of

academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Copyright
The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)
The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy
Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching
The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:
https://www.unlv.edu/provost/teachingandlearning
https://www.unlv.edu/provost/transparency

Incomplete Grades

The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Rebelmail

By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations
The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

Library Resource
Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Any other class specific information
(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)

Appendix A: Discussion Leader(s) Rubric*

| Discussion Leaders: |
| Discussion text(s): |

	1 POINT	**2 POINTS**	**3 POINTS**
DL prepare a short introduction to reading(s)	Yes, but it is perfunctory at best and rote recitation from text.	Yes, short intro prepared that covers the main points of the reading.	Yes, short intro that asks questions subsequent discussion seeks to answer. Interesting, original or compelling.
DL prepares a handout	Yes- lists at least five questions.	Yes- lists at least 5 questions and main ideas of the text.	Yes- handout presents questions and main ideas in an illuminating way. May include additional resources.
DL prepares questions	Yes, there are questions but may be repetitive, yes/no response, low quality questions.	Yes, questions are thoughtful and indicate understanding of the readings.	Yes, questions are thoughtful, linking/synthesizing across readings, and provoke additional questions from peers.
DL knows material well	Sort of. Clearly understands the basic concepts well.	Yes, concepts from text and readings are connected together.	Yes, active synthesis of readings, text, and previous classes evident.
DL manages the discussion well	Yes, discussion stays on topic but is less a dialogue than call-and-response. Classmates volunteer responses only when called upon.	Yes, discussion is on topic and moves at its own pace. Some respond w/o prompting, but others must be called upon.	Yes, discussion is productive, on topic, and lively. Peers willingly respond w/o prompting.
POINT Total:			

*Modified from www.csus.edu discussion rubric

Appendix B: Secondary Lesson Plan detailed description

1. **State Standards:** Standards refer to state approved, subject and grade level specific, documents. Lessons must address at least one standard (no more than

three). All activities in lesson must align with and support identified standard.

2. **Objective(s):** Using Bloom's (revised) taxonomy, clearly state the objective(s) of the lesson as aligned to the standard(s) listed above. The objectives should be SMART (student-centered, measureable, attainable, reasonable, and teachable). Make sure you consider higher levels of learning.

3. **Teaching Model:** Use the "Teaching Model" document as a guide. Put the name of the teaching method(s) eg: "Direct Instruction."

4. **Materials & Resources:** Use a variety of modes and materials (e.g., internet, textbooks, handouts, ELMO, PowerPoint, videos, guest speakers). Describe and include all required materials/resources.

5. **Instructional Procedures:** *General Guidelines*: This section includes the **a.** Introduction, **b.** Activities or Student Learning Experiences, **c.** Closure, **d.** Homework, and **e.** Extension and Contingency Plans.

   - **Indicate an estimated time for each step in the instructional procedures.**
   - *Steps*: Is new material presented in small steps, focusing on one skill or concept at a time with sufficient examples?
   - *Management issues*: Where and how will the transitions in the lesson occur? Where will the materials/resources be housed and how will they be distributed?
   - *Technology use*: What technological aids are you use to help students' understanding? Is there evidence of technology and audiovisual use/integration?
   - *Student learning*: Are there opportunities for active learning? Are you addressing different modes, styles and ways of learning? Are students sufficiently prepared for student practice? Is there sufficient student practice (where appropriate)? Are these aligned to the objectives of the lesson? Is there sufficient teacher feedback during student practice?

Specific Guidelines

   a. **Introduction:** State how the lesson will begin and the motivational techniques you will use. Explain how you will establish set and how the objectives of the lesson will be communicated to students. Explain how this lesson links to prior knowledge, learning experiences, and other lessons.

   b. **Activities or Learning Experiences:** State how the activities or learning experiences help students meet the objective(s) of the lesson. Estimate how much time each step will take. Describe the motivational techniques you will use. Explain how the activities or learning experiences link to prior knowledge, learning, and lessons. Clearly outline teacher and student actions for each step of the instructional procedure.

   c. **Closure:** State how the lesson will end and how you will ensure student understanding. Explain what students can expect in future lessons. In your

closure, you should refer to the objectives that were introduced in the beginning of   the lesson.

    d. **Homework:** Describe the homework assignment, how it is aligned to the instructional objectives and process, and how   it should be assessed. If you do not have a homework assignment provide an explanation, for example *"No homework necessary because lesson objectives were met during class time."*

    e. **Extension and Contingency Plan:** Describe what you and the students will do if time remains in the lesson, especially if the students have achieved mastery or understanding of the content. How can you *extend* their learning in the remaining time? List some extensions to the lesson and the procedures for them. Describe your contingency   plan if you need to cut the lesson short due to unforeseen circumstances. What can you *cut* or *move* without drastically changing the learning outcomes?

6. **Student Assessment:** The assessment tools should be based on the teaching model and aligned to the standards, objectives, and instructional procedures of the lesson. State how you will review and check for student understanding during and at the end of the instructional process. Use a variety of ways to check for student understanding. Provide an accounting of formative **and summative** assessments in the lesson.

7. **Accommodations and Modifications:** Explain how you modify the lesson and/or accommodate the classroom   environment   for diverse learners (e.g., special needs students, ELL, differences in learning styles, different abilities, cultural differences). As much as possible, refer to your PSMT for specific students' IEPs and/or 504 accommodations in order to align the lesson to specific needs.

8. **Reflection:** Reflection highlights the purpose and goal of the lesson, detailing how and where activities align with standards and objectives and how the lesson fits into the Unit of Study. Specific attention is paid to the process of planning the delivery of instruction and evaluation of learning.

Appendix C: REQUIRED LESSON PLAN TEMPLATE

Student Name:_____   Mentor Name: _____

Subject:_____   Topic: _____

Date:__   Time: _

I.   Standards:

II.   Objective(s):

III.   Teaching Model:

IV.   Materials/Resources:

V.   Instructional Procedures/Methods:
        a. Introduction:

        b. Activities or Learning Experiences:

        c. Closure:

        d. Extension/ Contingency Plan:

VI.   Accommodations/Modifications:

VII.   Assessment/Evaluation of Learning

VIII.   Homework Assignment

IX.   Post-Lesson Reflection

Appendix D: Lesson Plan Rubric

Lesson Plan Component	Level 3 - Target	Level 2 - Acceptable	Level 1 - Unacceptable
1. State Standards (*INTASC 1,7*)			
	Identifies all relevant and applicable content area standards as provided by the Nevada Department of Education.	Identifies most relevant and applicable content area standards as provided by the Nevada Department of Education.	Identifies few relevant and applicable content area standards as provided by the Nevada Department of Education.
2. Objectives (*INTASC 4, 5) (3 points*)			
	Objectives are appropriately sourced from district curriculum documents if possible and meet all of the "SMART" objective descriptors.	Objectives are appropriately sourced from district curriculum documents if possible and meet most of the "SMART" objective descriptors.	Objectives are appropriately sourced from district curriculum documents if possible and meet few of the "SMART" objective descriptors.
2. Teaching Model (*INTASC 6, 7, 8*)			
	Teaching model listed matches syllabus requirement.	N/A	N/A
4. Materials & Resources (*INTASC 3, 7*)			
	Describes and includes all of the materials and resources required.	Describes and includes most of the materials and resources required.	Lists few of the materials and resources required.
5. Instructional Procedures (*INTASC 3, 4, 5, 6, 7, 8*)			
a. Introduction Motivation and Engagement	Addresses all of the elements of an introduction—establish set, define time, quiet signal, "hook," motivational techniques, and links to prior knowledge.	Addresses most of the elements of an introduction— establish set, define time, quiet signal, "hook," motivational techniques, and links to prior knowledge.	Addresses few of the elements of an introduction—establish set, define time, quiet signal, "hook," motivational techniques, and links to prior knowledge.

b. Learning activities and experiences	Follows all steps/phases of the teaching model and clearly outlines teacher and student actions. Lesson process is clearly delineated. Activities are student-centered and engaging.	Follows most steps/phases of the teaching model and clearly outlines teacher and student actions. Lesson process is satisfactorily delineated. Activities are somewhat student-centered and some- what engaging.	Follows some steps/phases of the teaching model and outlines some teacher and student actions. Lesson process is unclearly delineated. Activities are not student-centered and do not engage.
c. Closure	Encompasses all of the requirements as described: definite end to lesson, ensures links between current and prior learning, lets students know what to expect in the future, refers back to learning objectives.	Encompasses most of the requirements as described: definite end to lesson, ensures links between current and prior learning, lets students know what to expect in the future, refers back to learning objectives.	Encompasses few of the requirements as described: definite end to lesson, ensures links between current and prior learning, lets students know what to expect in the future, refers back to learning objectives.
d. Extension and Contingency	Provides reasonably planned extensions and contingencies based on the lesson plan description.	Provides either a reasonably planned extension or reasonably planned contingency based on the lesson plan description and omits	Does not provide either an extension or contingency plan.
6. Modifications & Accommodations (*INTASC 2, 3, 6, 7*)			
	Provides at least two reasonable modifications or accommodations to the lesson that differentiate instruction for diverse learners.	Provides a reasonable modification or accommodation to the lesson that differentiate instruction for diverse learners.	Does not provide any reasonable modifications or accommodations to the lesson that differentiate instruction for diverse learners.
7. Assessment (*INTASC 1, 2, 6, 7*)			
	Meets all of the requirements as detailed in the lesson description and based on field experience level: (follows teaching	Meets most of the requirements as detailed in the lesson description and based on field experience level: (follows on teaching model, aligned to	Meets few of the requirements as detailed in the lesson description and based on field experience level: (follows on teaching model, aligned to

	model, aligned to procedures and objective, reviews for understanding during and after, uses variety, equitable distribution of teaching and learning, formative and summative assessments are listed).	procedures and objective, reviews for understanding during and after, uses variety, equitable distribution of teaching and learning, formative and summative assessments are listed).	procedures and objective, reviews for understanding during and after, uses variety, equitable distribution of teaching and learning, formative and summative assessments are listed).
8. Homework (*INTASC 6, 7*)			
	Meets all of the requirements as provided in the Lesson Descriptions alignment to objectives, assessment, materials. Aligns with objectives, provides an opportunity for students to review and practice skills is brief.	Meets most of th requirements as provided in the Lesson Description alignment to objectives, assessment, materials. Somewhat aligns with objectives, provides an opportunity for students to review and practice skills, is brief.	Meets few of the requirements as provided in the Lesson Description alignment to objectives, assessment, materials.
9. Narrative Reflection – 1 Page Addition to Lesson Plan #1 *(INTASC 9)*			
	Reflects on the advantages and challenges of writing the lesson based in the assigned model for the chosen content. Specific attention is paid to the process of planning the delivery of instruction and evaluation of learning. Reflection details how and where activities align with standards	Reflection somewhat details how and where activities align with standards and objectives and how the lesson fits into the Unit of Study.	Superficial notes relating to either strengths, challenges and insights of the lesson and/or does not adequately explain standards and objectives. Does not show how the lesson fits into the unit of study.

	and objectives and how the lesson fits into the Unit of Study.		