

Department of Teaching and Learning
Inquire. Educate. Innovate.

Course Information

Prefix & Number	CIS 603
Title	Secondary Process and Instruction
Credits	3 Credit Hours
Semester	
Instructor	
Office/Phone/Email	
Class Location	
Office Hours	
Prerequisites	Graduate Enrollment
Course Description (Course Introduction)	The purpose of this course is to develop preservice teachers' understanding and abilities in using effective instructional planning techniques. Decision making, learning principles, course strategies, planning schemes, instructional tactics, class pacing and student evaluation are examined. Additionally, activities of learning to teach are aligned to the practicum.
SPA Standards Addressed: Standard Domain Areas Addressed in this Course	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.
INTASC Principles Addressed in this Course (please insert three subcomponents to them (performance, essential	PERFORMANCES 7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. 7(g) The teacher understands content and content standards and how

<p>knowledge, and critical dispositions</p>	<p>these are organized in the curriculum.</p> <p>ESSENTIAL KNOWLEDGE</p> <p>7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.</p> <p>7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.</p> <p>CRITICAL DISPOSITIONS</p> <p>7(n) The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.</p> <p>7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.</p> <p>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.</p> <p>PERFORMANCES</p> <p>8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.</p> <p>8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</p> <p>8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p> <p>8(h) The teacher uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.</p> <p>8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</p> <p>ESSENTIAL KNOWLEDGE</p> <p>8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p> <p>8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in</p>
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	<p>complex thinking and meaningful tasks.</p> <p>8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.</p> <p>CRITICAL DISPOSITIONS</p> <p>8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.</p>
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OBJECTIVES

Students 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.
- Identify your teaching strengths and weaknesses through reflections on your teaching practice.
- Demonstrate the acquired teaching skills.

REQUIRED TEXTS AND TECHNOLOGY

Arends, R. I. (2015). *Learning to teach* (10th ed.). Boston, MA: McGraw Hill. ISBN: 978-0-07-811030-6

Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools. *Educational Researcher*, 35(7), 3-12.
doi:10.3102/0013189X035007003 (WebCampus)

RECOMMENDED TEXTS

Horsford, S. D., Sampson, C., & Forletta, F. (2013). School resegregation in the Mississippi of the West: Community counternarratives on the return to neighborhood schools in Las Vegas, 1968-1994. *Teachers College Record*, 115(11), 1-28. Retrieved from www.tcrecord.org (WebCampus)

Terriquez, V., Flashman, J., & Schuler-Brown, S. (2009). Expanding student opportunities: Prime 6 program review Clark County School District Las Vegas, Nevada. Retrieved from <http://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/expanding-student-opportunities-prime-6-program-review-clark-county-school-district-las-vegas-nevada> (WebCampus)

OTHER MATERIALS

Webcampus: To complete this course, you must be able to use Webcampus to download articles and receive class emails.

USB/flash Drive: On the day when you do your final teaching rehearsal, if you do a live lesson for the class, you must bring a USB/flash drive (at least 2 GB) to class to store your video.

ASSIGNMENTS, COURSE POLICIES, AND GRADING

Assignment Table

Assignments	Due Date	Points
1. Teaching Rehearsal #1		10
2. Lesson Plan #1		25
3. Lesson Plan #2		25
4. Lesson Plan #3		25
5. Teaching Rehearsal #2		20
6. Teaching Rehearsal #3		30
7. Data Inquiry Cycle		25
8. Class Participation		20
9. Participation logs: (2 x 10)		20
Total		210

Assignment Guidelines: All assignments must be written in Times New Roman 12 point font, double-spaced, and follow APA (6th edition) formatting guidelines. **Assignments must be submitted electronically via SafeAssign in Webcampus by the time and date indicated.**

All assignments should be submitted with the following naming convention:

Student'sLastName_FirstNameInitial_TitleoftheAssignment.

Failure to follow any of these guidelines will result in a reduction in points for the assignment.

In order to work toward mastery, I will allow students to revise and resubmit the **first two** lesson plans submitted this semester. However, before resubmitting the student must meet with me to discuss revisions and edits. Otherwise, these revisions will not be accepted. Revisions must be completed within **one week** of receiving feedback.

Late Work: Late work is not accepted; however, if an assignment is approved for a late submission, it will result in a 20% reduction.

Absentee Policy: It is understood that we all get sick and busy. However, this class only meets once a week so missing one class is equivalent to missing a week's worth of class. If you are absent more than once, points will be deducted from your class participation grade as a result. Two late arrivals (20 minutes or more) will count as one absence. 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 participation grade.

(1, 5) Teaching Rehearsals (10 points + 20 points + 30 points= 60 points)

As a teacher educator, it is my goal to prepare novice teachers to teach ambitiously (Lampert et al., 2013). "Ambitious teaching" can be defined as instruction that challenges all students to think critically and complexly as experts in a particular content area. In order to foster ambitious teaching, you will conduct two Teaching Rehearsals this semester, "Rehearsals can involve novices in publicly and deliberately practicing how to teach rigorous content to particular students using particular instructional activities" (Lampert et al., 2013, p. 227). These rehearsals have been carefully designed to provide you with scaffolding to improve your daily instruction.

Teaching Rehearsal #1: The purpose of this rehearsal is to practice teaching a mini-lesson that is no more than **10 minutes**. There is no rubric for this assignment; you will be graded on two criteria: **(1) conveying an objective and (2) completion**. I will model an example teaching rehearsal for you before these presentations begin. You will choose the topic of your mini-lesson; if you are currently enrolled in CIS 602: Secondary School Practicum you may use a portion of a lesson from this experience.

Alternatively, for Teaching Rehearsal #1, you may choose to co-teach a 20-minute lesson with a peer. You and your peer will make this decision together including what you will teach and which co-teaching model you will use.

Teaching Rehearsal #2: This rehearsal will require you to implement multiple elements of a lesson of your choice and should last 15 minutes. You must administer a formative assessment during this rehearsal such as a class discussion, exit ticket, or quiz.

Live lesson: You will design a 15-minute lesson for this assignment to deliver to your peers.

Any student who is significantly over or under the 15-minute time limit will receive a deduction in points.

Reflection: For Teaching Rehearsal #2, you must submit an **abbreviated lesson plan** (i.e., only those activities completed during Teaching Rehearsal #2) along with a reflection on your performance that considers data from your formative assessment, peer feedback, and evidence from the video of your teaching (see examples on WebCampus). **This reflection is due one week after your presentation and should be between 3 and 4 pages.**

Teaching Rehearsal #3 (Final): This rehearsal will require you to implement multiple elements of a lesson of your choice and should last 15 minutes. You must administer a formative assessment during this rehearsal such as a class discussion, exit ticket, or quiz.

Live lesson: You will design a 15-minute lesson for this assignment to deliver to your peers.

Any student who is significantly over or under the 15-minute time limit will receive a deduction in points.

Reflection: For Teaching Rehearsal #2, you must submit an **abbreviated lesson plan** (i.e., only those activities completed during Teaching Rehearsal #2) along with a reflection on your performance that considers data from your formative assessment, peer feedback, and evidence from the video of your teaching (see examples on WebCampus). **This reflection is due one week after your presentation and should be between 3 and 4 pages.**

	Outstanding 4 (5 points)	Meets Expectations 3 (3.5 points)	Approaching Expectations 2 (2 points)	Does Not Meet Expectations 1 (0.5 points)
Teaching Model	Teaching Rehearsal identifies one teaching model accurately and includes at least one phase of the model.	Teaching Rehearsal identifies one teaching model inaccurately and includes at least one phase of the model.	Teaching Rehearsal identifies one teaching model accurately but the phase(s) is/are not labeled.	Teaching Rehearsal does not identify one teaching model.
Assessment	One assessment that is clearly connected to the objective is included in the Teaching Rehearsal and lesson plan. Author accurately reflects on specific assessment data in reflection.	One assessment that is somewhat connected to the objective is included in the Teaching Rehearsal and lesson plan. Or author somewhat accurately reflects on specific assessment data in reflection.	One assessment that is barely connected to the objective is included in the Teaching Rehearsal and lesson plan. Or author inaccurately reflects on specific assessment data in reflection.	An assessment is not included, or is not clearly connected to the objective of the lesson. Author does not reflect on specific assessment data.
Lesson Plan	Lesson plan conforms to template and includes all instructional procedures	Lesson plan mostly conforms to template and includes most instructional procedures	Lesson plan somewhat conforms to template and includes some instructional	Lesson plan does not conform to template and/or does not include instructional procedures

	implemented in the 15-minute rehearsal.	implemented in the 15-minute rehearsal.	procedures implemented in the 15-minute rehearsal.	implemented in the 15-minute rehearsal.
Consideration of Peer Feedback	Reflection attends to peer feedback thoughtfully and includes specific evidence from peers.	Reflection attends to peer feedback thoughtfully but includes little specific evidence from peers.	Reflection attends to peer feedback somewhat thoughtfully but includes little specific evidence from peers.	Reflection barely attends to peer feedback and does not include specific evidence from peers.
Consideration of Video Evidence	Reflection attends to video thoughtfully and includes specific evidence from video.	Reflection attends to video thoughtfully but includes little specific evidence from video.	Reflection attends to video somewhat thoughtfully but includes little specific evidence from video.	Reflection barely attends to peer video and/or does not include specific evidence from video.

(2-4) Lesson Plans (3 x 25 points = 75 points)

You are required to write three lesson plans throughout this semester. You should draw from the teaching models that we are studying in Arends (2015) to write these lesson plans and clearly indicate which model you are using. You should follow the template provided in Appendix A and on WebCampus as well as the rubric here. Exemplary lesson plans with annotations are provided in the Webcampus “Course Content” folder. **Please note that this assignment changes from semester to semester so these exemplary lesson plans are great, but not perfect. Be sure you are clear regarding your requirements for this assignment.**

When submitting a lesson plan you must submit all supplementary materials such as PowerPoint presentations, handouts, etc. **You must also submit one formative or summative assessment with each lesson plan.** This could be as simple as an exit ticket, or as complex as a quiz or test.

	Outstanding 4 (4.5 points)	Meets Expectations 3 (3 points)	Approaching Expectations 2 (1.5 point)	Does Not Meet Expectations 1 (0 point)
Lesson Plan Elements	All elements of lesson plan template are included, fully described, and in the appropriate format. All supplementary	Most elements of the lesson plan template are included, fully described, and in the appropriate format. Most supplementary	Few elements of the lesson plan template are included or the lesson is not written in the appropriate format. No	Few elements of the lesson plan template are included and/or the lesson is not written in the appropriate format. No

	materials are briefly listed and the materials are included.	materials are included.	supplementary materials are included.	supplementary materials are included.
Objective, Assessment, and Standard Alignment	Objective is written in the ABCD format and is clearly connected to the assessment and standard.	Objective is written in the ABCD format and is somewhat connected to the assessment and standard.	One or more elements of the ABCD model is missing from the objective or it is not directly tied to the assessment or standard.	Objective and/or assessment is absent or missing multiple elements from the ABCD model.
Learning Experiences (Teaching model found in the Arends book)	The description incorporates both teacher and student actions (Lemov double plan), and the phases of the teaching model are explained fully and accurately.	Most elements of the indicated teaching model(s) are included and explicitly labeled.	Some elements of the indicated teaching model(s) are included and explicitly labeled.	It is unclear what teaching model was used, elements are not explicitly labeled or are mislabeled.
Introduction and Closure	Both an introduction and closure are included. The introduction allows for establishing set and/or explaining the advance organizer. The closure involves students reviewing the lesson and/or metacognitive reflection.	Both an introduction and closure are included. The introduction does not allow for activating prior knowledge (set or advance organizer). Closure involves review or reflection.	Either an introduction or closure is missing, or they are not accurate.	Both the introduction and the closure are missing or inaccurate.
Modifications, Accommodations, Extension, and Contingency	Adaptations, differentiation, and accommodations are individualized and logically connected to specific students' needs. Extension and contingency	Adaptations, differentiation, and accommodations are somewhat individualized and logically connected to students' needs. Either the	Adaptations, differentiation, and accommodations are barely individualized and logically connected to students' needs. Both extension	Adaptations, differentiation, and accommodations are not individualized and/or are not connected to students' needs. The extension

	plans are provided.	extension or contingency plan is missing.	and contingency plans are missing	and contingency plans are missing.
Reflection		A thoughtful reflection is provided that considers the strengths and weaknesses of the lesson as well as changes that could be made in the future. (2.5 pts)	A reflection is provided, but it may not consider both the strengths and weaknesses or it does not discuss future plans. (1 pt)	No reflection is included.

(6) Data Inquiry Cycle (25 points)

The effective use of student data can help teachers to reduce their biases about student learning by using data objectively to inform their instruction (Katz & Dack, 2014). Moreover, the efficient use of formative assessment has been shown to increase student learning (Arends, 2015). For the purposes of this project, data are defined as “any information that [help] educators know more about their students and which can be codified in some manner” (Wayman & Jimerson, 2014, p. 26). Thus, data include informal observations of students, formative assessments, affective data (i.e., student surveys), and summative data. Data can be qualitative *or* quantitative.

You will collect data about one student’s learning over the course of your practicum experience. These data should be collected based on the lesson plans that you implement. You should collect at least three different types of data as part of this inquiry cycle (i.e., observation, formative, affective, or summative and qualitative or quantitative) and the data should focus on a particular unit or skill for this student when possible. You should determine what type of data to collect based on your understanding of the content and your student’s background knowledge. You should give the student a pseudonym in order to protect their confidentiality.

The culminating paper will include a student biography, assessment matrix (Arends, 2015, p. 243; see Appendix B), copies/scans of students’ deidentified (i.e., name is blacked out) original work with your feedback, and reflections about what these data tell you. The student biography should include information about the student including gender, racial demographics, baseline data or test scores for your content area (if available), the student’s interests inside or outside of school, and any information about the student’s family that he/she is willing to share (e.g., caregivers, siblings, etc.). **Please do not pull the student from instruction for an interview.** These are just example questions; you do not have to answer all of them. I would like you to have a series of informal conversations with the student and get to know this person organically. You should include one in-depth reflection for each piece of data that you collect.

	Outstanding 4 (5 points)	Meets Expectations 3 (3 points)	Approaching Expectations 2 (1.5 points)	Does Not Meet Expectations 1 (0 points)
Use of a Variety of Data	At least three types of data are used and explicitly identified.	At least three types of data are used, types of data are unclear or incorrectly identified.	Less than three types of data are used and types of data are unclear or incorrectly identified.	Only one type of data was used, and/or data were not clearly identified.
Connection to Instruction	Data connect logically to teacher's instructional goals.	Data connect somewhat logically to teacher's instructional goals.	Data barely connect to teacher's instructional goals.	Data are unrelated to teacher's instructional goals.
Student Data	Original examples of one student's work are included and are legible.	Original examples of one student's work are included and are somewhat legible.	Insufficient and/or unclear examples of one student's work are included.	One student's work is not included.
Reflection	One reflection is included for each piece of data; reflections accurately and thoroughly explore the student learning apparent in the data.	One reflection is included for each piece of data; reflections somewhat accurately and thoroughly explore the student learning apparent in the data.	Less than one reflection is included for each piece of data, and/or reflections inadequately explore the student learning apparent in the data.	An insufficient number of reflections are included; reflections do not explore the student learning apparent in the data.
Clarity	Paper reads clearly with fewer than two grammatical errors.	Paper reads clearly with fewer than five grammatical errors.	Paper is somewhat difficult to read and contains five or more grammatical errors.	Paper is very difficult to read due to the number of grammatical errors.

(7) Class Participation (20 points: Points allocated after each class)

Participation logs (2 x 10 = 20)

This is your class. The success of this course depends upon all students being prepared for class and contributing to discussions and activities. Your class participation grade consists of two parts: your participation and your reflection on your participation.

In addition to these contributions, you will reflect on your contributions via the Participation Log (see Appendix C) which you will submit twice this semester for formative feedback.

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

93-100	A	88-89.49	B+	80-82.49	B-	Below 70	F
90-92.49	A-	83-87.49	B	70-79.49	C		

COLLEGE OF EDUCATION POLICIES

College Accreditation

Assignments completed for this course may be used as evidence of candidate learning in national, regional, and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.

Teacher Licensure

Misdemeanor or felonious conviction(s) may bar teacher licensure in Nevada or other states. If you have any questions, please direct them to the Director of Teacher Education, CEB 301, (702) 895-4851.

UNIVERSITY POLICIES

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>.

Tentative Class Schedule

Week	Class Date	Topics	Reading	Assignments Due
1		MLK: No Class		
2		Introduction to the course Expectations	Syllabus Chapter 1 *If you are new to Las Vegas I recommend reading the Terriquez, Flashman, & Schuler-Brown (2009) and Horsford, Sampson, & Forletta articles on WebCampus	
3		Example Teaching Instructional Planning Lemov Double Plan Presentation Model	Chapters 3 and 7	02/04 (Lesson Plan #1 due by 11:59 pm via WebCampus)
4		Direct Instruction Rehearsal #1 (10 pts)	Chapter 8	
5		Concept and Inquiry Teaching Rehearsal #1 (10 pts)	Chapter 9	
6		Cooperative Learning	Chapter 10	Lesson Plan #2 due by 11:59 pm via WebCampus
7		Washington's Birthday Recess		
8		Problem-Based Learning	Chapter 11	
9		Teaching Rehearsal #2		Lesson Plan #3 due by 11:59 pm via WebCampus Participation Log Due (#1) 11:59 pm via WebCampus

10		Classroom Discussion Teaching Rehearsal #2	Chapter 12	
11		Watch <i>The First Year</i> Discussion in class.		
12		Assessment, Evaluation, and Data Literacy	Chapter 6	
13		Student Diversity and Differentiation	Ladson-Billings (2006) Chapters 2 and 13	
14		Spring Break		
15		Learning Communities and Classroom Management	Chapters 4 and 5	Participation Log #2 due by 11:59 pm via WebCampus
16		Teaching Rehearsal #3		Data Inquiry Cycle
17		Teaching Rehearsal #3		

Appendix A

Secondary Lesson Plan Template

UNLV Student:

Mentor Name:

Course & Grade:

Lesson Topic:

Date:

Estimated Time:

1. **State Standard(s):**
2. **Teaching Model(s):** (Aligned to Arends [2015] text)
3. **Objective(s):**
4. **Materials and Resources:**
5. **Instructional Procedures:** Teaching Model Steps (aligned to above model), Management, Technology, Student learning (see detail below for descriptions)
 - a. Introduction:
 - b. Activities or Learning Experiences:
 - c. Closure: (How will student reflect on learning goals?)
 - d. Extension and Contingency Plans:
6. **Accommodations and Modifications:**
7. **Assessment and Evaluation of Learning:**
8. **Reflection:**
 - a. Strengths:
 - b. Concerns:
 - c. Future Practice:

Template Section Descriptions

1. **Standard:** Please refer to the Nevada Academic Content Standards, Next Generation Science Standards, and/or CCSD standards and write the standard number(s) and the standard(s) which your lesson is addressing.
 2. **Teaching Model:** Use the teaching models you have learned from the textbook *Learning to Teach* (2015) by Richard Arends. The Objective(s), Materials & Resources, Instructional Procedures Introduction, Activity or Learning Experiences, Closure, Extension/Contingency Plan, and Assessment/Evaluation of Learning should be consistent with the teaching model that you use.
 3. **Objective:** Using Bloom's Taxonomy verbs, clearly state the objective(s) of the lesson using appropriate verbs (not activities). The objectives should be written using the ABCD method. Are you considering higher levels of learning?
 4. **Materials & Resources:** Consistently use a variety of modes and materials (e.g., do you or the students require the use of Internet, textbooks, handouts, overhead transparencies, PowerPoint, videos, etc. during the lesson?)
 5. **Instructional Procedures:** This section uses Lemov's Double Plan and includes the Introduction, Activities or Student Learning Experiences, Closure, and Extension/Contingency Plan. They vary according to the different teaching models/approaches but time estimations must be assigned to each step in the instructional procedure. Consistently use logically sequenced procedures, build on prior knowledge/experiences and assessments, and include formal opening and closing to the lesson. Specify clearly, concisely, and in sufficient detail the procedures, activities, approaches, and strategies of each lesson—envision that you are writing your lesson plan for a substitute teacher who will be covering your class. Consider and include the following in the design of your procedures, where appropriate:
 - Steps: Is the new material presented in small steps, focusing on one skill or concept at a time? Are there sufficient and appropriate 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 will you use to help students' understanding? Is there evidence of technology and audio-visual use/integration?
 - Student learning: Are there opportunities for active learning? Are you addressing different styles of learning? Are students sufficiently prepared for 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?
- 5(a) Introduction:** How will you establish the lesson objectives and what will be accomplished during the lesson? What motivational techniques will you use? What prior knowledge do students possess? How is the lesson linked to prior knowledge, learning experiences, and other lessons?

5(b) Activities or Learning Experiences: How do the activities or learning experiences help students meet the objective(s) of the lesson? How much time will each step take? What motivational techniques will you use? How are the activities or learning experiences linked to prior knowledge, learning, and lessons? Are teacher and student actions clearly outlined in each step of the instructional procedure?

5(c) Closure: How will the lesson end? How are you ensuring student understanding or mastery of the objective? What can students expect in future lessons?

5(d) Extension/Contingency Plan: If time remains in the lesson, what will you and the students do? What are some extensions to the lesson? What are the procedures for the extension? What is an appropriate contingency plan if technology breaks down?

6. **Accommodations/Modifications:** How are you accommodating diverse learners (special needs students, emerging bilingual students, differences in learning styles, different abilities, cultural differences) based on their *individual* needs and learning goals? How will you differentiate instruction?
7. **Assessment/Evaluation of Learning:** The assessment tools should be appropriately based on the teaching model and aligned to the instructional procedure and objectives of the lesson. For each lesson plan, you must include some sort of assessment. How will you review and check for student understanding **during and at the end of** the instructional process? Are you using a variety of ways to check for student understanding? Is there equitable distribution of student learning and checks? Data collection procedures for formative and summative assessments may include observations, interviews, graphic organizers, performances, products, tests, drawings, written communications, etc. **Be sure to specify how you will collect the data and what data you plan to collect.** For example, if you plan to "observe" students, be sure to identify what you are looking for and create a checklist for record--keeping purposes. If you plan to interview them, develop your questions. If you plan to assess an activity, product or writing, develop a rubric.
8. **Reflection:** If the lesson has not been taught yet, consider what the most difficult parts of the lesson will be for you or the students: explaining a particular concept, transitioning between activities, providing directions, etc. If the lesson is taught in the field, then this reflection should be completed after the lesson was taught. Consider how your expectations were or were not met and consider reasons why. Consider strengths, concerns, and implications for future practice.

Appendix B

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual						
Conceptual						
Procedural						
Metacognitive						

Appendix C
Participation Log

Participation Log	
1. Participation during lecture or large class discussion. Note that this type of participation refers to making comments heard by the entire class.	
Date	What did you contribute to lecture or large class discussion? Report what you shared specifically and your perception of how, if at all, your contribution aided the flow of the lecture or discussion, as well as the comment's relevance to the lecture or large class discussion.
Date	
Date	
2. Participation in dyads, small groups, and activities.	
Date	What did you contribute to the dyad, small group, and/or activity? Summarize how you participated, and your perception of how, if at all, your participation aided the interaction.
Date	
Date	
3. Self-assessment, reflection, and improvement. Log self-assessments of your performance as a participant in the class, focusing on your strengths and how you can improve. Reflect on participation expectations outlined in the syllabus, as well as the quality and quantity of your participation in class. Each self-assessment should be at least five sentences in length.	
Date	Reflection