

**“Preparing Professionals for Changing Educational Contexts”**

**ESP 763 Syllabus**

Department of Educational and Clinical Studies  
College of Education, University of Nevada Las Vegas

I.	<b>Prefix &amp; Number</b>	ESP 763
II.	<b>Title</b>	Student Growth Models and Data-Based Instructional Decision Making
III.	<b>Credits</b>	3 hours
IV.	<b>Semester</b>	
V.	<b>Instructor</b>	
VI.	<b>Office/Phone/Email</b>	
VII.	<b>Class Location</b>	
VIII.	<b>Office Hours</b>	
IX.	<b>Prerequisites</b>	ESP 701 or ESP 782
X.	<b>Course Description (Course Introduction)</b>	Students obtain skill in analyzing and utilizing commercial and teacher-made instruments and materials to identify and enhance children’s learning styles.
XI.	<b>Standards Addressed: Council for Exceptional Children Standard Domain Areas Addressed in this Course</b>  <b>COE/INTASC Standards Addressed in this Course</b>	<u>CEC Standards:</u> Standard #3: Individual Learning Differences Standard #4: Instructional Strategies Standard #7: Instructional Planning Standard #8: Assessment Standard #10: Collaboration  <u>INTASC Standards:</u> Standard #2: Learning Differences Standard #4: Content Knowledge Standard #6: Assessment Standard #7: Planning for Instruction Standard #8: Instructional Strategies Standard #10: Leadership and Collaboration

## XII. Knowledge Objectives and Related Standards

Upon completion of this course students will be able to meet the following objectives:

<p><b>Objective 1: Students will describe and discuss the purpose of and processes related to data-based decision-making at the classroom, school, and district level.</b></p> <p><b>Standards:</b></p> <p><b>CEC Standard 8: Assessment</b>  <b>CEC Standard 10: Collaboration</b></p>	
ICC8S7	Report assessment results to all stakeholders using effective communication skills.
ICC8S9	Create and maintain records.
IGC10K3	Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with exceptional learning needs.
ICC10S7	Use group problem-solving skills to develop, implement, and evaluate collaborative activities.
<p><b>INTASC Standard 6: Assessment</b>  <b>INTASC Standard 10: Leadership and Collaboration</b></p>	
Performance	<p>6(a): The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</p> <p>10(a): The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.</p>
Essential Knowledge	<p>6(o): The teacher knows when and how to evaluate and report learner progress against standards.</p> <p>10(o): The teacher knows how to contribute to a common culture that supports high expectations for student learning.</p>
Critical Dispositions	<p>6(v): The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.</p> <p>10(p): The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.</p>
<p><b>Objective 2: Students will discuss content standards and their role within the educational environment and will unwrap content standards in order to make them accessible to all learners within a classroom environment.</b></p> <p><b>Standards:</b></p> <p><b>CEC Standard 7: Instructional Strategies</b></p>	
ICC7K1	Theories and research that form the basis of curriculum development and instructional practice.
ICC7K2	Scope and sequences of general and special curricula.
ICC7S5	Use task analysis.
ICC7S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.
<p><b>INTASC Standard 4: Content Knowledge</b></p>	

<b>INTASC Standard 7: Planning for Instruction</b>	
Performance	4(f): The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.  7(c): The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
Essential Knowledge	4(n): The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.  7(g): The teacher understands content and content standards and how these are organized in the curriculum.
Critical Dispositions	4(r): The teacher is committed to work toward each learner's mastery of disciplinary content and skills.  7(q): The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

**Objective 3: Students will understand the theory behind progress monitoring and the assessment of student learning during a course of study and will create assessments based on unwrapped content standards in order to track student progress towards mastery of learning goals.**

**Standards:**

**CEC Standard 8: Assessment**

ICC8K4	Use and limitations of assessment instruments.
ICC8S2	Administer nonbiased formal and informal assessments.
ICC8S4	Adapt and modify assessments to accommodate the unique abilities and needs of individuals with exceptional learning needs.

**INTASC Standard 6: Assessment**

Performance	6(b): The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
Essential Knowledge	6(k): The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
Critical Dispositions	6(r): The teacher takes responsibility for aligning instruction and assessment with learning goals.

**Objective 4: Students will describe processes for analyzing standards-based assessment data and progress monitoring data in order to identify targeted areas for instruction and will create systems for analyzing this data in order to make instructional decisions.**

**Standards:**

**CEC Standard 3: Individual Learning Differences**

**CEC Standard 8: Assessment**

ICC3K2	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
IGC3S1	Relate levels of support to the needs of the individual.

ICC8S5	Interpret information from formal and informal assessments.
IGC8S3	Select, adapt, and modify assessments to accommodate the unique abilities and needs of individuals with exceptional learning needs.
<b>INTASC Standard 2: Learning Differences</b> <b>INTASC Standard 6: Assessment</b>	
Performance	2(a): The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.  6(c): The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
Essential Knowledge	2(g): The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.  6(l): The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
Critical Dispositions	2(l): The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.  6(q): The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

**Objective 5: Students will analyze standards-based assessment data and progress monitoring data and will develop targeted intervention plans to support student learning and mastery of content standards.**

**Standards:**

**CEC Standard 4: Instructional Strategies**

**CEC Standard 7: Instructional Planning**

ICC4K1	Evidence-based practices validated for specific characteristics of learners and settings.
ICC4S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual exceptional learning needs.
ICC7S13	Make responsive adjustments to instruction based on continual observations.
IGC7S3	Plan and implement age and ability appropriate instruction for individuals with exceptional learning needs.
<b>INTASC Standard 7: Planning for Instruction</b> <b>INTASC Standard 8: Instructional Strategies</b>	
Performance	7(d): The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.  8(a): The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
Essential Knowledge	7(l): The teacher knows when and how to adjust plans based on assessment information and learner responses.  8(k): The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

Critical Dispositions	7(n): The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
	8(s): The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

### XIII. RESULTS

Course Objectives	Related CEC Standards	INTASC Standards Addressed	Measurement/Evaluation
Students will describe and discuss the purpose of and processes related to data-based decision-making at the classroom, school, and district level.	ICC8S7, ICC8S9, IGC10K3, ICC10S7	Performance: 6(a), 10(a) Essential Knowledge: 6(o), 10(o) Critical Dispositions: 6(v), 10(p)	Midterm and Final
Students will discuss content standards and their role within the educational environment and will unwrap content standards in order to make them accessible to all learners within a classroom environment.	ICC7K1, ICC7K2, ICC7S5, ICC7S8	Performance: 4(f), 7(c) Essential Knowledge: 4(n), 7(g) Critical Dispositions: 4(r), 7(q)	Classroom Tracking System Content Area Assessments
Students will understand the theory behind progress monitoring and the assessment of student learning during a course of study and will create assessments based on unwrapped content standards in order to track student progress towards mastery of learning goals.	ICC8K4, ICC8S2, ICC8S4	Performance: 6(b) Essential Knowledge: 6(k) Critical Dispositions: 6(r)	Content Area Assessments Midterm and Final
Students will describe processes for analyzing standards-based assessment data and progress monitoring data in order to identify targeted areas for instruction and will create systems for analyzing this data in order to make instructional decisions.	ICC3K2, IGC3S1, ICC8S5, IGC8S3	Performance: 2(a), 6(c) Essential Knowledge: 2(g), 6(l) Critical Dispositions: 2(l), 6(q)	Classroom Tracking System Instructional Analysis Plan

Students will analyze standards-based assessment data and progress monitoring data and will develop targeted intervention plans to support student learning and mastery of content standards.	ICC4K1, ICC4S3, ICC7S13, IGC7S3	Performance: 7(d), 8(a) Essential Knowledge: 7(l), 8(k) Critical Dispositions: 7(n), 8(s)	Instructional Analysis Plan
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#### XIV. COURSE RESOURCES

##### Required textbook and materials

Ainsworth, L. & Viegut, D. (2015) *Common formative assessments 2.0: How teachers intentionally align standards, instruction, and assessment*. Thousand Oakes, CA: Corwin Press.

American Psychological Association (2010). *Publication manual of the American psychological association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Hattie, John. (2009). *Visual learning: A synthesis of over 800 meta-analyses relating to achievement*. New York, NY: Routledge.

Mandinach, E. B. & Jackson, S. S. (2012). *Transforming teaching and learning through data-driven decision making*. Thousand Oakes, CA: Corwin Press.

##### Additional required materials

Common Core State Standards Initiative (2011). Common core standards for English language arts & Literacy in history/social studies, science, and technical subjects (Available on Webcampus).

Common Core State Standards Initiative (2011). Common core standards for mathematics (Available on Webcampus).

Dummies.com (2011). Excel. Retrieved from <http://www.dummies.com/how-to/computers-software/ms-office/Excel.html>.

#### XV. SUPPLEMENTAL TEXTS AND/OR MATERIALS

##### Current and Classical References

Batsche, G. M., Castillo, J. M., Dixon, D. N., & Forde, S. (2008). Best practices in linking assessment to intervention. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology* (pp. 177-194). Bethesda, MD: National Association of School Psychologists.

Cooper, S. (2009). Preservice teachers' analysis of children's work to make instructional decisions. *Research in the Classroom*, 109, 356-362.

- Deno, S. L. (2003). Developments in curriculum-based measurement. *The Journal of Special Education, 37*, 184-192.
- Ediger, M. (nd). Data based instruction in reading. *Reading Improvement, 175-178*.
- Hamilton, L., Halverson, R., Jackson, S. S., Mandinach, E., Supovitz, J. A., & Wayman, J. C. (2009). Using student achievement data to support instructional decision making. Institute of Educational Sciences, United States Department of Education.
- Lovitt, T. C. (2012). Applied behavior analysis: A method that languished but should be restored. *Intervention in School and Clinic, 47*, 252-256.
- Mandinach, E. B., & Honey, M. (2008). *Data-driven school improvement: Linking data and learning*. New York, NY: Teachers College Press.
- Morgan, J. J. Brown, N. B., Hsiao, Y. J., Howerter, C., Juniel, P., Sedano, L., & Castillo, W. L. (2014). Unwrapping academic standards to increase the achievement of students with disabilities. *Intervention in School and Clinic, 49*, 131-141.
- Parker, R. I., Vannest, K. J., Davis, J. L., & Clemens, N. H. (2010). Defensible progress monitoring data for medium- and high-stakes decisions. *The Journal of Special Education OnlineFirst*, 1-11, doi: 10.1177/0022466910376837.
- Smith, J. O., Smith, D. D., & Haring, N. G. (1977). A model for the development of instructional materials for the handicapped. *Peabody Journal of Education, 54*, 177-180.

## XVI. ASSIGNMENTS

1. **Attendance and Participation (25 points).** Students will be expected to participate in discussions and in-class activities that will take place throughout the course. These discussions and activities will extend and enhance the topics covered in the course, and will provide students with an opportunity to practice the skills being taught. Therefore, attendance in class sessions is essential and students will earn points for this participation. Attendance points will be earned by arriving to class on time, remaining for the entire length of the class, and having outside readings and assignments completed. **In order to earn attendance points, the student must be in class – no make up opportunities will be provided.**
2. **Classroom Tracking System (75 points).** Students will create a functioning classroom tracking system using Microsoft Excel and the Common Core Standards. The classroom tracking system must include the following items:
  - a. Six unwrapped Common Core Standards (three ELA and three Mathematics) using the lattice task analysis method.
  - b. A Microsoft Excel spreadsheet to be used for data tracking (both a digital copy and a hard copy will be submitted). The spreadsheet must be fully functioning (including calculations of class averages, individual student scores, graphing function, etc.).

- c. A 1-2 page plan for how tracking data will be communicated to individual students (e.g., transparent tracking system, individual student charts).
- 3. Content Area Assessments (50 points).** Students will write content area assessments in English. Each assessment must be based on an unwrapped standard from the classroom tracking project and must have ten questions. The answers to each question must also be included. Examples will be provided during the course.
- 4. Instructional Analysis Plan (50 points).** Students will be given an assessment data set based on Common Core Standards. Students will be responsible for analyzing the data set and completing an Instructional Analysis Plan. Each analysis plan should include:
- a. An analysis of portions of the standards that students struggled with,
  - b. A discussion of possible reasons why students struggled with those portions of the standards,
  - c. A discussion of the strategies that could be implemented in order to better support student mastery of the standards,
  - d. A four-week instructional plan for how higher rates of student achievement could be supported, and
  - e. An individualized intervention plan for one student in the data set that includes:
    - i. A four-part behavioral objective for where the student should be at the end of four weeks of instruction, and
    - ii. A description of individualized interventions that could be used to support the student in reaching that goal.
- 5. Midterm and Final (25 points each).** Two exams will be given during the course. The midterm will cover material presented to that point and the final will cumulative and will include a practical application component.

## **XVII. PERFORMANCE ASSESSMENTS**

EDSP-465 is a course designed to introduce students to and develop skills related to data-based decision-making and tracking of student assessment data. As such, this course is introductory in nature and is intended to build basic knowledge, skills, and dispositions. Direct results to students with disabilities are not evaluated because of this introductory nature.

## **XVIII. SPECIAL NOTES**

Students are expected to demonstrate professional behavior at all times. This includes:

- Refraining from inappropriate or personal comments about other students or the instructor
- Refraining from excessive questions, particularly about information the student does not know because s/he did not complete the assigned readings
- Cell phones for emergency use only during class
- Not using laptops unless for purposes explicitly related to the course. **Use of laptops for activities unrelated to the course (e.g., email) is strictly forbidden!**
- The instructor may deduct points from students' grades or ask students to leave class for any of the activities above. Students who are asked to leave class will receive an unexcused absence for that day and will not be allowed to make up any assignments.
- Work submitted should reflect graduate level expectations in terms of scope, depth, writing



mechanics, person-first language, reflection of best practice teaching, APA style where appropriate, and appearance.

- Assignments must be typed, double-spaced, at 12 font, with no more than a 1 inch margin around.
- Students who wish to take an incomplete in the course, MUST contact the instructor by email on or before the last class day. Determination of whether or not to assign an "I" will be made on an individual basis.
- Five points will be deducted for each day an assignment is turned in beyond the due date. No exceptions. If a student is not able to be in class the day an assignment is due, it is her or his responsibility to ensure that the assignment is turned into the instructor on that day.

#### **Attendance and Lateness:**

It is critical that you attend all class sessions. If you are going to be absent from class for more than 20 minutes, notify the instructor beforehand. Each 1 hour of class attendance and participation that is missed will be a deduction of 3 points. If absent, you will not earn the attendance points nor will you be allowed to complete in-class activities for points. Instructor will deduct attendance and participation points for disruptive or inappropriate classroom behavior. This includes arriving late as well as leaving early.

**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](mailto:@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** - 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](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/>.

## **XIX. GRADING POLICY**

All assignments are due at the beginning of class on the assigned date. Points will be deducted for each day an assignment is late. The following scale will be used to determine the course grade:

<b>Points Score</b>	<b>Grade</b>
225-250	A
200-224	B
175-199	C
150-174	D
0 – 149	F

**XX. CLASS SCHEDULE**

<b>Lesson/ Date</b>	<b>Lesson Topic</b>	<b>Assigned Readings and Resources</b>	<b>Assignment Due</b>
1/21	Course Introduction: The Purpose of Data-Based Decision Making	Mandinach & Jackson (2012, Chapter 1 and 4)	
1/28	The Role of Data at the District and School Level	Mandinach & Jackson (2012, Chapters 2 and 3) Hamilton et al. (2009)	
2/4	The Basis of Data in the Classroom: Unwrapping Standards and Task Analyzing IEP Goals	Ainsworth & Viegut (2015, Chapter 1 and 5) CCSI (ELA and Math) Morgan et al. (2014) Smith, Smith, & Haring (1977)	
2/11	Establishing a Classroom Data Tracking System	Ainsworth & Viegut (2015, Chapters 2 and 3)	
2/18	Progress Monitoring: General Outcome Measures	Cooper (2009) Ediger (nd)	
2/25	Progress Monitoring: Targeted Deficit Assessments	Ainsworth & Viegut (2015, Chapter 4) Deno (2003)	<b>Tracking System Due</b>
3/3	Progress Monitoring: Content-Area Material	Ainsworth & Viegut (2015, Chapters 7 and 8)	
3/10	Midterm (Online)		<b>Midterm Exam Due</b>
3/17	Making Data-Based Decisions Assessments for Reading	Hattie (2006, Chapters 1 and 2) Batsche, Castillo, Dixon, & Forde (2008) Mandinach & Jackson (2012, Chapters 5)	
3/24	Assessments for Mathematics Assessments for Content Area Material Analysis of Student Work Samples		
3/31	Planning Instruction Based on Student Data	Cook and Cook (2011) Hattie (2006, Chapter 8)	
4/7	Developing Interventions Based on Student Data, Reading	Lovitt (2012) Hattie (2006, Chapters 6 and 7)	<b>Content Area Assessments Due</b>
4/14	Universal Design For Learning (Online)		
4/21	Developing Interventions Based on Student Data, Mathematics		

4/28	Creating a Data-Based Culture on School Campuses	Ainsworth & Viegut (2015, Chapter 9) Mandinach & Jackson (2012, Chapter 6))	<b>Intervention Plans Due</b>
5/5	Final Exam (Online)		<b>Final Exam Due</b>

	<b>Components of Lesson Plan (40 points)</b>	<b>Differentiation Based on Data (40 points)</b>	<b>Writing and Mechanics (20 points)</b>
<b>TARGET</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plan was based on a Common Core State Standard.</li> <li><input type="checkbox"/> Lesson plan was based on a four-part behavioral objective (e.g., learner, behavior, condition, criterion) that was clearly connected to the activities in the lesson.</li> <li><input type="checkbox"/> Assessment methodologies were thoroughly described and clearly connected to the lesson objective.</li> <li><input type="checkbox"/> Instructional strategies were thoroughly described and were appropriate for meeting the lesson objective.</li> <li><input type="checkbox"/> Materials needed to meet lesson objective (including discussion of assistive technology) were thoroughly described.</li> <li><input type="checkbox"/> A plan for generalization and reteaching was included in the lesson plan.</li> </ul> <p style="text-align: center;">16-20 points</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student included differentiated objectives and assessment measures for low-level, mid-level, and high-level student mastery.</li> <li><input type="checkbox"/> Differentiated objectives and assessment measures were clearly linked to the data set provided.</li> <li><input type="checkbox"/> Student included a description of how instructional strategies would be differentiated for the varied levels of students represented in the data set.</li> <li><input type="checkbox"/> Lesson objectives, assessment techniques, and instructional strategies differentiation described were appropriate for the targeted group of students.</li> <li><input type="checkbox"/> Differentiated levels were clearly connected to the grade level content standard.</li> </ul> <p style="text-align: center;">16-20 points</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student used the UNLV lesson plan template to create the differentiated lesson plan.</li> <li><input type="checkbox"/> Student wrote using appropriate grammar and spelling with minimal errors (&lt;3).</li> <li><input type="checkbox"/> Instructional techniques and writing were organized.</li> <li><input type="checkbox"/> Writing was easy to read and understand, with a natural flow and structure.</li> <li><input type="checkbox"/> Writing remained on topic.</li> <li><input type="checkbox"/> Student included citations in APA format for any material that was not original.</li> </ul> <p style="text-align: center;">8-10 points</p>
<b>ACCEPTABLE</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plan was based on a Common Core State Standard.</li> <li><input type="checkbox"/> Lesson objective included three of the four-part behavioral objective and/or was mostly connected to the activities, although connection was vague.</li> <li><input type="checkbox"/> Assessment methodologies were described, but were somewhat vague and/or connection to the lesson objective was not clear.</li> <li><input type="checkbox"/> Instructional strategies were thoroughly described, although they were not clear and/or were mostly appropriate for meeting the lesson objective.</li> <li><input type="checkbox"/> Materials needed to meet lesson objective (including discussion of assistive technology) were described, but were not clear.</li> <li><input type="checkbox"/> A plan for generalization and reteaching was included in the lesson plan, although it was somewhat vague.</li> </ul> <p style="text-align: center;">11-15 points</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student included differentiated objectives and assessment measures for two of the three levels of student mastery.</li> <li><input type="checkbox"/> Differentiated objectives and assessment measures were linked to the data set provided, although connection was not specific.</li> <li><input type="checkbox"/> Student included a description of how instructional strategies would be differentiated for the varied levels of students represented in the data set, but the connection was not clear.</li> <li><input type="checkbox"/> Lesson objectives, assessment techniques, and instructional strategies differentiation described were mostly appropriate for the targeted group of students.</li> <li><input type="checkbox"/> Differentiated levels were connected to the grade level content standard, although connection was not clear for all levels.</li> </ul> <p style="text-align: center;">11- 15 points</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student used the UNLV lesson plan template to create the differentiated lesson plan.</li> <li><input type="checkbox"/> Student wrote using mostly appropriate grammar and spelling, but several errors were noted (4-7).</li> <li><input type="checkbox"/> Instructional techniques and writing were mostly organized, but some sections seemed out of place.</li> <li><input type="checkbox"/> Writing was easy to read and understand, but the flow and structure was choppy at times.</li> <li><input type="checkbox"/> Writing mostly remained on topic.</li> <li><input type="checkbox"/> Student included citations in APA format for any material that was not original.</li> </ul> <p style="text-align: center;">6-7 points</p>
<b>UNACCEPTABLE</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plan was not based on a Common Core State Standard.</li> <li><input type="checkbox"/> Lesson objective included two of the four-part behavioral objective and/or was not connected to the activities.</li> <li><input type="checkbox"/> Assessment methodologies were not described or were not connected to the lesson objective.</li> <li><input type="checkbox"/> Instructional strategies were not described or not clear or were inappropriate for meeting the lesson objective.</li> <li><input type="checkbox"/> Materials needed to meet lesson objective (including discussion of assistive technology) were not described.</li> <li><input type="checkbox"/> A plan for generalization and reteaching was not included in the lesson plan.</li> </ul> <p style="text-align: center;">10 points or less</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student included differentiated objectives and assessment measures for one of the levels of student mastery.</li> <li><input type="checkbox"/> Differentiated objectives and assessment measures were not linked to the data set provided.</li> <li><input type="checkbox"/> Student did not include a description of how instructional strategies would be differentiated for the varied levels of students represented in the data set.</li> <li><input type="checkbox"/> Lesson objectives, assessment techniques, and instructional strategies differentiation described were not appropriate for the targeted group of students.</li> <li><input type="checkbox"/> Differentiated levels were not connected to the grade level content standard.</li> </ul> <p style="text-align: center;">10 points or less</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student did not use the UNLV lesson plan template to create the differentiated lesson plan.</li> <li><input type="checkbox"/> More than 7 errors in grammar and spelling were made throughout the lesson plan.</li> <li><input type="checkbox"/> Instructional techniques and writing lacked organization.</li> <li><input type="checkbox"/> Writing was difficult to follow and understand.</li> <li><input type="checkbox"/> Writing was tangential throughout lesson plan.</li> <li><input type="checkbox"/> Student did not included citations in APA format for any material that was not original.</li> </ul> <p style="text-align: center;">5 points or less</p>

<b>TOTALS</b>			
	<b>Analysis of Data (30 points)</b>	<b>Instructional Plans (50 points)</b>	<b>Writing and Mechanics (20 points)</b>

**Intervention Plan Rubric**

TARGET	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student clearly identified portions of the standard that students in the data set struggled with/excelled at and identification was based on the data provided.</li> <li><input type="checkbox"/> Student provided 3-4 reasons why students may have struggled with specific portions of the standard.</li> <li><input type="checkbox"/> Student provided research-based interventions or strategies that could be implemented in order to raise student achievement on targeted portions of the standard.</li> <li><input type="checkbox"/> Student provided appropriate discussion of extension activities for student(s) who excelled on all portions of the standard.</li> </ul> <p style="text-align: center;">16-20 points</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student included a four-week instruction plan for all groups of students represented in the data set (e.g., low-level, mid-level, and high-level of mastery).</li> <li><input type="checkbox"/> Activities included in the instructional plan were research-based and appropriate for the needs of the student discussed in the analysis.</li> <li><input type="checkbox"/> Student included an individualized intervention plan for one student that contained a four-part behavioral objective.</li> <li><input type="checkbox"/> Individualized interventions selected were research-based and appropriate for the needs of the student identified.</li> <li><input type="checkbox"/> Instructional plans were clear and easy to understand.</li> </ul> <p style="text-align: center;">16-20 points</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional plan was written in narrative format.</li> <li><input type="checkbox"/> Instructional plan was written in APA (6<sup>th</sup> edition) format.</li> <li><input type="checkbox"/> Student wrote using appropriate grammar and spelling with minimal errors (&lt;3).</li> <li><input type="checkbox"/> Writing was organized.</li> <li><input type="checkbox"/> Writing was easy to read and understand, with a natural flow and structure.</li> <li><input type="checkbox"/> Writing remained on topic.</li> </ul> <p style="text-align: center;">8-10 points</p>
ACCEPTABLE	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student identified portions of the standard that students in the data set struggled with/excelled at, but did not provide a justification for their justification and/or identification was not clearly based on the data provided.</li> <li><input type="checkbox"/> Student provided 2 reasons why students may have struggled with specific portions of the standard.</li> <li><input type="checkbox"/> Student provided research-based interventions or strategies that could be implemented in order to raise student achievement on targeted portions of the standard, but techniques suggested were not appropriate for the student needs.</li> <li><input type="checkbox"/> Student provided mostly appropriate discussions of extension activities for student(s) who excelled on all portions of the standard, although some errors were noted.</li> </ul> <p style="text-align: center;">11-15 points</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student included a four-week instruction plan for all groups of students represented in the data set (e.g., low-level, mid-level, and high-level of mastery).</li> <li><input type="checkbox"/> Activities included in the instructional plan were research-based and mostly appropriate for the needs of the student discussed in the analysis, although errors were noted.</li> <li><input type="checkbox"/> Student included an individualized intervention plan for one student that contained three of the four parts of a behavioral objective.</li> <li><input type="checkbox"/> Individualized interventions selected were research-based and mostly appropriate for the needs of the student identified.</li> <li><input type="checkbox"/> Instructional plans were mostly clear, although some activities were difficult to understand.</li> </ul> <p style="text-align: center;">11-15 points</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional plan was mostly written in narrative format.</li> <li><input type="checkbox"/> Instructional plan was written in APA (6<sup>th</sup> edition) format.</li> <li><input type="checkbox"/> Student wrote using mostly appropriate grammar and spelling, but several errors were noted (4-7).</li> <li><input type="checkbox"/> Writing was mostly organized, but some sections seemed out of place.</li> <li><input type="checkbox"/> Writing was easy to read and understand, but the flow and structure was choppy at times.</li> <li><input type="checkbox"/> Writing mostly remained on topic.</li> </ul> <p style="text-align: center;">6-7 points</p>
UNACCEPTABLE	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student did not identified portions of the standard that students in the data set struggled with/excelled at and/or identification was not based on the data provided.</li> <li><input type="checkbox"/> Student provided 0-1 reasons why students may have struggled with specific portions of the standard.</li> <li><input type="checkbox"/> Student provided interventions or strategies that could be implemented in order to raise student achievement on targeted portions of the standard, but interventions or strategies were not research-based.</li> <li><input type="checkbox"/> Student did not provide appropriate discussion of extension activities for student(s) who excelled on all portions of the standard.</li> </ul> <p style="text-align: center;">10 points or less</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student included fewer than 4 weeks in instruction plan, or did not make a plan for all groups represented in the data set.</li> <li><input type="checkbox"/> Activities included in the instructional plan were not research-based or were inappropriate for the needs of the student discussed in the analysis.</li> <li><input type="checkbox"/> Student did not include an individualized intervention plan for one student or plan contained two of the four parts of a behavioral objective.</li> <li><input type="checkbox"/> Individualized interventions selected were not research-based and were inappropriate for the needs of the student identified.</li> <li><input type="checkbox"/> Instructional plans were not clear and were difficult to understand.</li> </ul> <p style="text-align: center;">10 points or less</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional plan was not written in narrative format.</li> <li><input type="checkbox"/> Instructional plan did not follow APA (6<sup>th</sup> edition) format.</li> <li><input type="checkbox"/> More than 7 errors in grammar and spelling were made throughout the lesson plan.</li> <li><input type="checkbox"/> Writing lacked organization.</li> <li><input type="checkbox"/> Writing was difficult to follow and understand.</li> <li><input type="checkbox"/> Writing was tangential throughout lesson plan.</li> <li><input type="checkbox"/> Student did not included citations in</li> </ul> <p style="text-align: center;">5 points or less</p>
TOTALS			

Differentiated Lesson Plan Rubric