





# EDU3370 Differentiated Lesson Plan 1 and Video Instruction 2015

Teacher candidate will write a lesson plan and implement research based practices for differentiated instruction and the major components of reading, recognizing how characteristics of both language and cognitive development impact reading proficiency and the characteristics of proficient readers to more effectively differentiate instruction. He/she will implement the plan in a classroom setting , video taping themselves and completing a self evaluation.

	1.0 Insufficient	2.0 Satisfactory	3.0 Outstanding
1.0 Differentiated Learning Experiences 	Lesson Plan includes:  Differentiated instruction for students	Lesson Plan includes:  Differentiated instruction for students including ELL, students with difficulties, and gifted students	Lesson Plan includes:  <ul style="list-style-type: none"> <li>Differentiated instruction for students including ELL, students with difficulties, and gifted students</li> <li>Differentiated instruction is identified by content, process, and product</li> <li>Differentiated instruction is identified by student name</li> </ul>
	1.0 Insufficient	2.0 Satisfactory	3.0 Outstanding
1.0 Instructional Methods for Fluency 	Lesson Plan includes: <ul style="list-style-type: none"> <li>1 instructional method for fluency</li> <li>1 type of practice in fluency for students</li> </ul>	Lesson Plan includes: <ul style="list-style-type: none"> <li>1 instructional methods for fluency explained and modeled</li> <li>1 different types of practice in fluency for students to experience and gain feedback</li> </ul>	Lesson Plan includes: <ul style="list-style-type: none"> <li>2 instructional methods for fluency explained and modeled</li> <li>2 different types of practice in fluency for students to experience and gain feedback</li> </ul>
	1.0 Insufficient	2.0 Satisfactory	3.0 Outstanding
1.0 Research Based Practices 	Lesson Plan includes:  Little evidence of research-based practices for teaching reading	Lesson Plan includes:  Evidence of research-based practices for teaching reading	Lesson Plan includes:  Ample and consistent evidence of research-based practices for teaching reading
	1.0 Insufficient	2.0 Satisfactory	3.0 Outstanding
2.0 Lesson Plan 	Lesson Plan includes <ul style="list-style-type: none"> <li>Objectives with assessments that are designed to test the objectives</li> <li>Some parts of the lesson plan are filled out with detail as to fully explain the section</li> <li>Instruction lacks detail that includes explanation and modeling</li> <li>Practice lacks detail that includes partner or small group that includes feedback from peers and teacher</li> <li>Levels of higher order thinking are identified and at least 1 levels are given with activities and /or questions</li> </ul>	Lesson Plan includes <ul style="list-style-type: none"> <li>Detailed objectives with assessments that are designed to test the objectives</li> <li>Most parts of the lesson plan are filled out with detail as to fully explain the section</li> <li>Instruction includes explanation and modeling</li> <li>Practice includes partner or small group that includes feedback from peers and teacher</li> <li>Levels of higher order thinking are identified and at least 2 levels are given with activities and /or questions</li> <li>The lesson is closed by reviewing the objective skills and detailed remediation is given</li> </ul>	Lesson Plan includes <ul style="list-style-type: none"> <li>Detailed objectives with assessments that are designed to test the objectives</li> <li>All parts of the lesson plan are filled out with detail as to fully explain the section</li> <li>Instruction includes explanation and modeling</li> <li>Practice includes partner or small group that includes feedback from peers and teacher</li> <li>Levels of higher order thinking are identified and at least 3 levels are given with activities and /or questions</li> <li>The lesson is closed by reviewing the objective skills and detailed remediation is given</li> </ul>

## Outcomes Linked to Criteria

### Criterion: Differentiated Learning Experiences

#### Elementary Education K-6 2012

Section	Description
LA 4.4	Use individual student reading data to differentiate instruction.

#### ESOL (K-12 Competencies & Skills) 2012

Section	Description
3	Choose appropriate differentiated learning experiences for lesson planning based on students' English proficiency level.

#### Reading Endorsement Competencies 2012

Section	Description

Section	Description
4.6	Recognize the characteristics of proficient readers to more effectively differentiate instruction.

## Criterion: Instructional Methods for Fluency

### Elementary Education K-6 2012

Section	Description
LA 1.4	Identify instructional methods (e.g., practice with high-frequency words, timed readings) for developing reading fluency.

### Reading Endorsement Competencies 2012

Section	Description
4.5	Recognize how characteristics of both language and cognitive development impact reading proficiency.

## Criterion: Research Based Practices

### Reading Endorsement Competencies 2012

Section	Description
4.14	Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.

## Criterion: Lesson Plan

### Reading Endorsement Competencies 2012

Section	Description
4.6	Recognize the characteristics of proficient readers to more effectively differentiate instruction.