

EDU3370 Differentiated Lesson Plan 2 and Video Taped Instruction 2015

Teacher candidates will write 1 lesson plan that implements research based practices for developing students' higher order thinkin, writing, and reading critically. He/she will implement the plan in a classroom setting , video taping themselves and completing a self evaluation. They will implement the plan in a classroom setting while being observed and evaluated.

	1.0 Insufficient	2.0 Satisfactory	3.0 Outstanding
1.0 Higher Order/Critical Thinking ⓘ	Lesson Plan includes: <ul style="list-style-type: none"> Higher order thinking questions and activities; however, not identified by level. 	Lesson Plan includes: <ul style="list-style-type: none"> A minimum of one higher order activity and 2 higher order questions identified by levels. 	Lesson Plan includes: <ul style="list-style-type: none"> A minimum of one higher order activity and 4 higher order questions identified by levels.
1.0 Literacy and Writing Instruction and Practice ⓘ	<ul style="list-style-type: none"> Teacher candidate weakly implements research-based instructional practices using writing to develop students' comprehension of text. Some instruction is grade appropriate with rigor and relevance to the subject. There is not enough modeling and explanation given for each teaching strategy. Some guided practice is relevant and appropriate for the grade level. More time is needed for pair or group discussion and interaction for feedback. 	<ul style="list-style-type: none"> Teacher candidate sufficiently implements research-based instructional practices using writing to develop students' comprehension of text. Instruction is grade appropriate with rigor and relevance to the subject. Modeling and explanation given for each teaching strategy. Guided practice is relevant and appropriate for the grade level. Sufficient time for paired or group discussion and interaction for feedback. 	<ul style="list-style-type: none"> Teacher candidate expertly implements research-based instructional practices using writing to develop students' comprehension of text. Instruction is grade appropriate with rigor and relevance to the subject. Ample modeling and explanation given for each teaching strategy. Guided practice is relevant and appropriate for the grade level. Ample time for paired or group discussion and interaction for feedback.
1.0 Resources and Lesson Information ⓘ	<ul style="list-style-type: none"> Teacher candidate does not selec appropriate resources for the subject matter and students' literacy levels. Some lesson information is given. ELL standards are given, but may not be appropriate or lacking. Some materials, technology , and equipment is listed. Vocabulary words and/or meanings are listed 	<ul style="list-style-type: none"> Teacher candidate selects appropriate resources for the subject matter and students' literacy levels. Most lesson information is given. ELL standards are given, are appropriate. Most materials, technology , and equipment are listed. Vocabulary words and/or meanings are listed. 	<ul style="list-style-type: none"> Teacher candidate continuously selects appropriate resources for the subject matter and students' literacy levels. All lesson information is given. ELL standards are given, but may not be appropriate or lacking. All materials, technology , and equipment is listed. Vocabulary words and/or meanings are listed.
1.0 Introduction of Lesson ⓘ	Introduction does not demonstrate the effectiveness of developing background knowledge for students. It is not a motivator for students.	Introduction helps to develop background knowledge for students. It may be a motivator for students.	Introduction is exciting and helps to develop background knowledge for students. It is a motivator for students.
1.0 Independent Assignment and Assessment ⓘ	<ul style="list-style-type: none"> Independent Assignment is not appropriate and could not be used for assessment. Wrap up may not include review of the standard (s) in a method appropriate to the grade level. A measured assessment was not given or not appropriate and/or remediation is not detailed with poor differentiation 	<ul style="list-style-type: none"> Independent Assignment is appropriate and could be used for assessment. Wrap up includes review of the standard (s) in a method appropriate to the grade level. An appropriate measured assessment was given and remediation is detailed with sufficient differentiation 	<ul style="list-style-type: none"> Independent Assignment is well chosen and could be used for assessment. Wrap up includes thorough review of the standard (s) in a method appropriate to the grade level. An appropriate measured assessment was given and remediation is very detailed with thorough differentiation
1.0 Reflection ⓘ	Reflection was not completed or insufficient detail was given.	Reflection was satisfactorily completed.	Reflection was thorougly completed with ample detail.

Outcomes Linked to Criteria

Criterion: Higher Order/Critical Thinking

Professional Education Competencies 2012

Section	Description
8.4	Apply appropriate literacy strategies for developing higher-order critical thinking skills.

Reading Endorsement Competencies 2012

Section	Description
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4.15	Implement research-based instructional practices for developing students' higher order thinking.
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Section	Description
4.16	Implement research-based instructional practices for developing students' ability to read critically.

Criterion: Literacy and Writing Instruction and Practice

Reading Endorsement Competencies 2012

Section	Description
4.17	Implement research-based instructional practices using writing to develop students' comprehension of text.

Criterion: Resources and Lesson Information

Professional Education Competencies 2012

Section	Description
8.5	Select appropriate resources for the subject matter and students' literacy levels.

Criterion: Introduction of Lesson

No linked outcomes.

Criterion: Independent Assignment and Assessment

No linked outcomes.

Criterion: Reflection

No linked outcomes.