

Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago
Fall Semester 2019

Graduate Sequence 4 - Elementary
TLSC 423: Foundations of Literacy Instruction

Instructor Information

Jenna Leser, M.Ed. - jleser@luc.edu
Office Hours: Before or after class and also by appointment.

Days & Times: Tuesdays, 4:15 p.m. to 6:00 p.m.

School-Site Location: St. Agnes of Bohemia, 2643 S Central Park Ave

COURSE DESCRIPTION

The purpose of this graduate foundations course is to provide pre-service graduate level teacher candidates with a solid foundation for effective literacy instruction in elementary and middle grade classrooms. Special emphasis will be placed on the major five elements of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. This course will review research-based teaching strategies, instructional materials as well as methods and assessments for efficacious literacy instruction. Rigorous learning objectives, informed instructional decisions and culturally responsive literacy practices will be highlighted. Course materials will also address recent policies and standards impacting classroom teachers. The primary focus of course content will be on core (tier 1) classroom instruction with discussions of differentiated instruction and frameworks for responsive instruction also addressed. A central aim of this course is to help pre-service candidates develop skills to support the literacy instruction of diverse learners from different linguistic, culturally and academic backgrounds.

SPECIAL CIRCUMSTANCES

Candidates who have any special needs or who may require considerations or adaptations/modifications for any reason must contact the instructor personally during the first week of the term so that these issues may be addressed. Please see the statement listed below under *Accessibility*.

REQUIRED TEXT*

Gambrell, L., & Morrow, L. (Eds.). (2019). *Best practices in literacy instruction* (6th ed.). New York, NY: Guilford Press. ISBN:978-1-4625-3677-1

Put Reading First: Kindergarten Through Grade 3 (3rd edition) 2006

Download free of charge at:

<https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>

Live Text for e-portfolio & core assessments

SUGGESTED TEXTS

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. R. (2016). *Word study for phonics, vocabulary, and spelling instruction (6th ed.)*. Boston: Pearson.

Boushey, Gail and Joan Moser. (2014). *The Daily Five (2nd ed.)*. Portland, ME: Stenhouse.
ISBN: 1-57110-429-1

*Candidates must have individual copies of the required texts and bring them to all class sessions unless notified. After the first week of class, candidates who do not bring required resources to class will not earn participation points.

COURSE OUTCOMES

In combined experiences from course readings, demonstrations, modeling, mini- lessons, and discussions, by the end of the semester, teacher candidates enrolled in TLSC 423 will demonstrate beginning competence in the following knowledge base, skills, and strategies:

EU3 K11 Identify appropriate evidence-based materials, technologies, resources and strategies to implement effective differentiated instruction to maximize learning for all students. (3F, 5B, 5C, 5F, 8G, 9A) (IB)

EU3 K16 Identify and describe a range and variety of research-based instructional strategies and discuss how they can be used to support creative thinking and problem solving and lead to continuous growth in student learning. (3G, 5A, 5B) (IB)

EU8 K2 Describe literacy development across the PK – 12 years, (e.g., oral language, word recognition, fluency, reading comprehension, strategic knowledge, academic vocabulary, written composition, and reading-writing connections) using supporting evidence from theory and research. (6C)

EU8 K4 Describe appropriate and effective developmentally appropriate and evidence-based instructional literacy practices for before, during and after reading in the areas of oral language, decoding, comprehension, vocabulary, fluency, written composition, spelling, usage, and grammar. (6A, 6E, 6I, 6M)

EU8 K5 Recognize the role of prior knowledge and purpose for reading in comprehending text. (6B)

EU8 K6 Recognize the role of prior knowledge in comprehending text. (f1B)

EU8 K8 Describe the components of a comprehensive curriculum that develop students' literacy skills and strategies across all disciplines. (f1A)

EU 3 S1 Consult academic texts or journals to read current research on designing instruction

EU 3 S4 Write objectives that identify the learner, the skill, the context, and the criterion for performance.

EU8 S3 Develop literacy instruction and assessment that reflect an understanding of developmental, cultural, and linguistic diversity.

EU8 S5 Identify, select or adapt high quality and culturally responsive reading materials and scaffold reading to enable students to comprehend challenging text.

EU8 S8 Design curriculum and instruction that provides opportunities for oral language development and the use of newly acquired vocabulary in reading and writing activities.

CONCEPTUAL FRAMEWORK

Teacher candidates in TLSC 423 will be expected to demonstrate “professionalism in the service of social justice” in course experiences. This will be evidenced by developing and displaying a personal set of knowledge, skills, ethical behavior and contribution to service in class and particularly in pre-professional experiences at the clinical school site. Knowledge of literacy concepts, curriculum, instructional strategies and practices based on best practices; development of instructional skills; honest, fair and respectful treatment of others; and commitment to serving others beyond what is required will be expected. The significance of providing access to literacy skills to all students and all populations will be emphasized.

Disposition Assessed in this Course:

The teacher candidate commits to appropriate professional and interpersonal behaviors by:

D8: Demonstrating how one’s beliefs about diverse learners impact teaching and learning and reflecting upon how one’s actions affect others by demonstrating respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students’ right to privacy. The rubric for this will be posted, and candidates will be assessed in Live Text.

Candidates in all courses will be assessed on the following disposition as well:

D17: Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

DIVERSITY

Course instructors strive to facilitate an inclusive environment respectful of all members of the class community with appreciation and respect for age, ability, color, creed, cultural background, ethnicity, gender identity or expression, national origin, race, religious affiliation or spiritual affinity, sexual orientation, socioeconomic class, or other status. If you are a student who requires any special considerations, please inform the instructor during the first week of class.

It is expected that teacher candidates in TLSC 423 will recognize, respect and address all varieties of diversity in their learning and teaching environments. This will be demonstrated in their coursework and relationships with classmates and instructors as well as in emerging professional relationships and knowledge of professional planning and instruction with the administration, faculty, students and families at their clinical school site.

PARTICIPATION POLICY

It is expected that teacher candidates in TLSC 423 will demonstrate high levels of professionalism and responsibility in all aspects of their work in this course. In order to complete the course assessments and requirements in a satisfactory manner, it is important for candidates to be present and well prepared for all sessions. The following guidelines for participation will be considered in the module grades.

Professional Attitude and Demeanor Part I

- 2- Always prompt and regularly attend sessions. (no absences or tardies)
- 1- Rarely late and regularly attend sessions (No more than 1 absence).
- 0 -Often late and/or poor attendance at sessions (More than 2 absences).

Professional Attitude and Demeanor Part II

- 2- Always prepared for sessions with assignments and required materials.

- 1- Rarely unprepared for sessions with assignments and required materials.
- 0- Often unprepared for sessions with assignments and required materials.

Level of Engagement in Class

- 2- Always a willing participant. Contributes by taking initiative, offering ideas and asking questions in sessions, small groups and classroom sessions.
- 1- Often a willing participant. Contributes by taking initiative, offering ideas and asking questions in sessions, small groups or classroom sessions
- 0- Rarely a willing participant. Rarely contributes to sessions by taking initiative, offering ideas or asking questions.

Integration of Readings into Classroom Participation

- 2- Often cites from readings; use readings to support points.
- 1- Occasionally cites from readings; sometimes use readings to support points.
- 0- Rarely cite from readings; rarely use readings to support points.

Listening Skills

- 2- Listens when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others.
- 1- Listens when others talk, both in groups and in sessions
- 0- Rarely listens when others talk, both in groups and in sessions.

Technology

Teacher candidates in TLSC 423 will be expected to demonstrate evidence of professional technology skills. Teacher candidates will be expected to utilize a variety of websites including Sakai, ISBE, LiveText, and literacy related professional sites. It is expected that teacher candidates will recognize the importance of developing a strong and continually renewed set of technology skills and that they will promote access to these skills for all students with whom they teach.

Grading

All assignments will be graded using the rubrics provided to the teacher candidates throughout the semester. Each assignment will be calculated into the total number of points for the course. The number of points earned will be divided by the number of points possible, and a letter grade will be assigned using the scale below. Assignments and readings are due on the dates listed on the course syllabi unless permission to hand them in late is given. Conflicts with an assignment deadline should be discussed and resolved prior to the assignment’s due date. Late work will only be accepted under special circumstances (e.g., family emergency, illness). Please contact your professor in person or by phone or email prior to any given due date to discuss assignment extensions requests. Failure to do so in a timely manner will result in significant grade deductions.

A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82

C+	77 - 79
C	73 - 76
C-	70 - 72
D	61 - 69
F	60 - 0

Policy Regarding Attendance & Assignments

Students are expected to commit to full attendance at all classes since this is a fundamental ingredient to student success. When students are absent, arrive late for, or leave early from class, valuable learning opportunities are lost. Therefore, **absences** will cause students to lose points from assignments for that week. Repeated late arrivals will be considered an absence.

Unless there is a documented illness/emergency, your assignment grade will be **lowered by 20% if submitted late**. Extensions are to be granted by the instructor—you should not assume that turning in an assignment late is your privilege. If you are requesting an extension, that request should not be submitted the day the assignment is due. Please do not submit *parts* of an assignment, especially if you are absent or if you forget to bring a section to class. Assignments will not be accepted until all of the required parts are submitted together.

TLSC 423 Assignments

Greater detail and rubrics will be provided for all assignments on Sakai.

Attendance and Class Participation (5 points per class session)

Class participation is expected, especially, but not limited to, class discussions. Your presence alone is not considered class participation. Punctuality, responsibility, professionalism, preparedness and contributions are considered. The dispositions rubric is posted above. Full attendance and participation each week earns candidates five total points. Please note the following attendance policy regarding late arrivals:

- Arrival before or at 4:30: 5 points
- Arrival between 4:31 and 4:45: 4 points
- Arrival between 4:46 and 5:00: 3 points
- Arrival between 5:01-5:15: 1-2 points
- Arrival after 5:15: 0 points

Exit Slips (2 points each)

Exit slips serve as formative assessment of learning and are required to communicate what you have learned and what questions you may still have. These can't be "made up" so if you are not in class, you can't complete an Exit Slip at the end of class.

Student-led Discussions– (10 points each)

Teacher candidates will be expected to attend class and participate in class activities and discussions, including student-led discussions. Student-led discussions are scheduled on the course calendar & students are expected to ask at least 2 thought-proving questions during the

discussion & respond to at least 2 peers. Questions must be submitted to SAKAI before the discussion.

Philosophy of Teaching Reading- (10 points)

According to the National Reading Panel, important components of reading instruction include phonemic awareness, phonics/word study, vocabulary, fluency, and comprehension. What is your understanding of the teaching of reading? What do you believe to be the best practices in literacy instruction?

- Complete this writing prior to beginning any class readings or any internet investigations on the philosophies of reading.
- Write in response to your understanding of reading instruction for K-12 learners, not just the level at which you currently teach.
- This assignment is about one page in length.
- Submitted into Sakai
- A reflection/revision of the “Philosophy of Teaching Reading” will occur on the last day of class.

Phonics Quiz- (20 points)

Candidates will take an in-class quiz assessing their knowledge of phonemic awareness & phonics.

Literacy Building Block Presentation– (24 points)

Each candidate will research one of the five components of literacy instruction (phonemic awareness, phonics, vocabulary, fluency, or comprehension) to present to the class.

- Create a presentation for in-class delivery that contains important information about the topic. Include the following components: Key Terms, Effective Instruction, Strategies & Activities, Interventions, Assessment, & Relevant websites for student practice
- Create a one-page handout to distribute to your colleagues and instructor and bring a copy for each person. See attached rubric.

Comprehension Lesson Experience– (55 points total)

Write a comprehension lesson plan, teach the lesson to a group of students and reflect on the effectiveness of the lesson.

- You will write a **Comprehension Lesson Plan** aligned to CCSS using the Loyola Lesson Plan template. It is required that candidates utilize a grade appropriate text and that the elementary grade students read it at their reading levels. **(45 points)**
- This lesson plan is a core assessment & will **ALSO** be published to LiveText at the end of the course.
- You will teach the lesson to a group of students (whole group or small group).
- You will write a **Reflective Analysis** (2 pages) of your lesson. What are your strengths and challenges? What would you do differently? **(10 points)**
- You will informally share about your lesson to your peers on the last day of the course.

Phonics Lesson Plan– (10 points)

Write a code-based lesson plan that is aligned to CCSS. You will use the Loyola Lesson Plan template and the Comprehension Lesson Plan Rubric to guide your lesson planning.

****Core Assessment- Comprehension Lesson Plan (Live Text)**

- This lesson plan is submitted and assessed on Live Text.
- The grading of this lesson is either “Meets” or “Does Not Meet”
- This is summative & will be submitted **after** the grading of the “Comprehension Lesson Experience”.

**Loyola University Chicago
School of Education
Syllabus Addendum**

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

CALENDAR

**The instructor may adapt the syllabus as needed throughout the sequence.*

**Rubrics must be handed in with all assignments.*

KEY:

BPLI= *Best Practices in Literacy Instruction*

PRF= *Put Reading First*

Date	Focus	Readings & Responsibilities Prior to Class	Assignments Due
Class 1 <i>Tues.</i> <i>Aug. 27</i>	Introductions Course Overview Syllabus SOE Dispositions Model Literacy Building Block Presentation Sign-Up National Reading Panel (NRP) <ul style="list-style-type: none"> • Evidenced-based Practices • Put Reading First 		Philosophy of Teaching Reading (in-class)
Class 2 <i>Tues.</i> <i>Sept. 3</i>	Sakai- Accessing Account & Using Course Site LiveText Core Assessment Loyola Lesson Plan Template ELA CCSS Learning Objectives		
Class 3 <i>Tues.</i> <i>Sept. 10</i>	Early Literacy Phonological Awareness	PRF (pp. 1-10)	
Class 4 <i>Tues.</i> <i>Sept. 17</i>	Phonics Instruction Student-led Discussion Expectations	PRF (pp. 11-18)	Literacy Building Block Presentation (Sakai) <ul style="list-style-type: none"> • Phonemic Awareness
Class 5 <i>Tues.</i> <i>Sept. 24</i>	Student-led Discussion: Ch. 8 Phonemic Awareness VS Phonics	BPLI (Ch. 8 Word Study)	Literacy Building Block Presentation (Sakai) <ul style="list-style-type: none"> • Phonics
Class 6 <i>Tues.</i> <i>Oct. 1</i>	Phonics Quiz Phonics Lesson Planning Daily 5 & CAFE		

Fall Break- No Class <i>Oct. 8</i>	<i>No Class</i>	<i>No Class</i>	<i>No Class</i>
Class 7 <i>Tues.</i> <i>Oct. 15</i>	Comprehension Instruction Revisit CCSS Anchor Standards Comprehension Lesson Planning	PRF (pp. 41-48)	Phonics Lesson Plan Due (Sakai)
Class 8 <i>Tues.</i> <i>Oct. 22</i>	Narrative Text Comprehension Informational Text Comprehension Comprehension Lesson Planning Check-ins		Literacy Building Block Presentations (Sakai) <ul style="list-style-type: none"> • Narrative Text Comprehension • Informational Text Comprehension
Class 9 <i>Tues.</i> <i>Oct. 29</i>	Vocabulary Instruction <i>Words Their Way</i> Word Study Analysis	PRF (pp. 29-40)	
Class 10 <i>Tues.</i> <i>Nov. 5</i>	Student-led Discussion: Ch. 9	BPLI (Ch. 9 Vocabulary)	Literacy Building Block Presentation (Sakai) <ul style="list-style-type: none"> • Vocabulary
Class 11 <i>Tues.</i> <i>Nov. 12</i>	Fluency Instruction Running Records	PRF (pp. 19-28)	Rough Draft of Comprehension Lesson Plan Due (Sakai)
Class 12 <i>Tues.</i> <i>Nov. 19</i>	Student-led Discussion: Ch. 12	BPLI (Ch. 12 Fluency)	Literacy Building Block Presentation (Sakai) <ul style="list-style-type: none"> • Fluency
Class 13 <i>Tues.</i> <i>Nov. 26</i> ONLINE CLASS	Student Engagement		Final Comprehension Lesson Plan Due by 6:00 pm (Sakai)
Class 14 <i>Tues.</i> <i>Dec. 3</i>	Revise Philosophy of Teaching Reading from Class 1 Mini presentations: Comprehension Lesson Course Closure		Comprehension Lesson Self-Reflection Due (Sakai)

	Final Course Evaluations		
Class 15 <i>Tues.</i> <i>Dec. 10</i> Final's Week	LiveText Core Assessment		Core Assessment Due (LiveText) by 11:59pm

COURSE RUBRICS/CHECKLISTS FOR ASSIGNMENT EVALUATION

TLSC 423: Individual Presentation: Literacy Building Block Rubric

	Exceeds	Meets	Does Not Meet	Points Earned
Topic Addressed 3 pts.	Presentation included critical components along with additional insights. (3)	Essential elements were addressed. (2)	Topic was minimally or inadequately addressed. (1)	/3
Presentation Components <ul style="list-style-type: none"> • Key Terms • Effective Instruction • Strategies & Activities • Interventions • Assessment • Relevant websites for student practice 12 pts. (2 each)	All elements were presented with insight, clarity, and understanding. (12)	Some confusion on elements. (9)	Little or no understanding. Several elements were missing. (6)	/12
Handout (1 page) 3 pts.	Contained important information for referencing. (3)	Minimal information considered. (2)	No handout, or handout was material merely copied from other sources. (1)	/3
Visual Appeal 3 pts.	Highly engaging visuals that support learning. (3)	Appropriate use of poster/visual. (2)	Minimal attention to creative poster/visual. (1)	/3
Consideration of Time 3 pts.	Effective use of time. (3)	Some attention to time expectations. (2)	Disregards time expectations. (1)	/3
Total Points				/24

Self- Reflection Paper

Name: _____

Date: _____

<i>Criteria for Evaluation</i>	Points Possible	Points Earned
Self-Analysis of <u>Planning</u> the Learning of a Group of Students	2	
Self-Analysis of <u>Teaching</u> the Learning of a Group of Students	3	
Self-Analysis of <u>Assessing</u> the Learning of a Group of Students	2	
Reflection on How This Experience Has Helped to Shape You as a Reading Teacher	3	

Total Points Possible: 10

Total Points Earned:

Comprehension Lesson Plan Rubric

	Target (5 pt)	Acceptable (3 pt)	Unacceptable (1 pt)
Development, Learning, Motivation	<p>Teacher candidate’s plan demonstrates a thorough understanding of the developmental, learning and motivational elements of this age student. Standards, objectives, strategies, assessment and attention to individual needs are well represented throughout the plan. Candidate considers and respects diverse language, learning and cultural needs. [Plan provides specific statements, questions and strategies that are developmentally appropriate for the grade and learning level addressed.]</p>	<p>Teacher candidate’s plan demonstrates recognition of the developmental, learning and motivational elements of this age student. Standards, objectives, strategies, assessment and attention to individual needs are represented throughout the plan. Candidate considers and respects diverse language, learning and cultural needs. [Plan provides specific developmentally appropriate details throughout.]</p>	<p>Teacher candidate’s plan does not demonstrate recognition of the developmental, learning and motivational elements of this age student. Standards, objectives, strategies, assessment and attention to individual needs are inappropriate or missing from the plan. Evidence that the candidate considered diverse language, learning and cultural needs of students is missing. [Plan requires additional specific details that make it clear how this lesson will be taught to the identified grade and reading level.]</p>
Curriculum	<p>Literacy lesson plan thoroughly addresses diverse learners’ individual developmental, linguistic, learning and interest needs in the areas of reading, writing, listening, speaking and viewing. A variety of evidence-based strategies are used appropriately to teach students to decode, comprehend, respond to and enjoy written texts in a balanced approach that addresses both word and text level skills. Critical responses to text are encouraged and supported. [Plan provides specific steps and details for before, during and after reading/writing to guide students in their literacy learning based on the identified curriculum standards and objectives.]</p>	<p>Literacy lesson plan addresses instructional considerations for teaching reading, writing, listening, speaking and viewing by attending to individual learner’s developmental, linguistic, learning and interest needs. Evidence based strategies are used purposefully to engage students and to allow them to respond to text in a balanced approach that includes critical and creative responses. [Plan provides details for before, during and after reading/writing and it is aligned with the curriculum standards and objectives.]</p>	<p>Literacy lesson plan fails to consistently provide adequate standards/objectives and instructionally aligned details needed to teach reading, writing, listening, speaking or viewing or to effectively address the needs of individual and diverse learners. Evidence based strategies may not be appropriately or purposefully used in order to engage learners or to help them develop both word and text level skills. [Additional specific details may be needed in some or all of the before, during or after reading/writing instructional elements.]</p>

	Target (5 pt)	Acceptable (3 pt)	Unacceptable (1 pt)
Integrating and applying knowledge for instruction	Teacher candidate has identified highly appropriate CCSS ELA RL or RI standards and has used this effectively to build a purposeful lesson that incorporates knowledge of learning theory and subject matter. These components are represented clearly in all parts of the lesson plan and in the instruction. [Candidates identify one standard and aligns it clearly with objectives, assessment and procedure.]	Teacher candidate has identified appropriate CCSS ELA RI or RL standards and has used the standards to build a lesson that incorporates knowledge of learning theory and subject matter. These components are represented in all parts of the lesson plan and in the instruction. [Candidates identify one standard and aligns it with objectives, assessment and procedure.]	Teacher candidate has failed to identify appropriate CCSS ELA standards and has created a lesson plan that is not focused; it lacks evidence of knowledge of learning theory and subject matter. [Candidates struggle to identify an appropriate standard and to align it with objectives, assessment and procedure.]
Assessment for instruction	Teacher candidate has written one or two measurable objectives specifically aligned with the standard and plan for assessment. These are written in appropriate format with the action verb, conditions and criteria. Appropriate domains are presented. [Objectives are written properly using appropriate words and are specifically and clearly aligned with the standard.]	Teacher candidate has written measurable objectives generally aligned with the standard and plan for assessment. These are written in appropriate format with the action verb, conditions and criteria. Appropriate domains are presented. [Objectives are written properly using appropriate words and are aligned with standards.]	Teacher candidate has failed to provide measurable objectives and has not aligned objectives with the standard and plan for assessment. Objectives are not written in appropriate format with the action verb, conditions and criteria. Appropriate domains are missing. [Objectives may be too few or too many and are not specifically and aligned with standards and assessment.]
Assessment	Teacher candidate has developed a coherent and cohesive plan for assessing the outcomes of the lesson and has provided the results or data from the lesson if possible or appropriate. Formative or summative assessment data along with analysis of instructional procedures is used to determine future plans for instruction. [Candidate includes a simple, yet specific rubric for assessing student performance that is aligned with standards/objectives.]	Teacher candidate has developed a plan for assessing the outcomes of the lesson. Formative or summative assessment data is considered in the analysis of instructional procedures and is used to determine future plans for instruction. [Candidate includes a simple rubric for assessing student performance that is linked to standards/objectives.]	Teacher candidate has not developed a plan for assessing the outcomes of the lesson. Formative or summative assessment data is missing or is not considered in the analysis of instructional procedures and is not used to determine future plans for instruction. [A rubric that clearly demonstrates how the standards/objectives are met needs to be provided.]

	Target (5 pt)	Acceptable (3 pt)	Unacceptable (1 pt)
Materials	Teacher candidate identifies, develops and utilizes a variety of curricular materials and text genres appropriate for developmental, motivational, and diverse learning needs that support the curriculum and teaching of the standards. [Complete list and examples are provided, where appropriate.]	Teacher candidate identifies, develops and utilizes curricular materials and text genres appropriate for developmental, motivational, and diverse learning needs that support the curriculum and teaching of the standards. [Complete list is provided.]	Teacher candidate fails to identify, develop and use curricular materials and text genres appropriate for developmental, motivational, and diverse learning needs that support the curriculum and teaching of the standards. [Complete list needs to be provided.]
Adaptation to diverse students	Lesson details demonstrate a thorough understanding of the developmental level and skills, strengths and weaknesses of the individual students to whom this lesson will be taught. Specific, creative and targeted strategies and approaches are clearly presented that respond directly to the needs of diverse students. [Specific elements designed to differentiate the instruction are described in order to meet the needs of each individual learner.]	Lesson details demonstrate an understanding of the developmental level and skills, strengths and weaknesses of the individual students to whom this lesson will be taught. Strategies and approaches are presented that respond directly to the needs of diverse students. [Elements designed to differentiate the instruction are described in order to meet the needs of each individual learner.]	Lesson details fail to demonstrate an understanding of the developmental level and skills, strengths and weaknesses of the individual students to whom this lesson will be taught. Strategies and approaches are generic and fail to respond directly to the needs of diverse students. [Effective use of differentiation for instruction is not specified.]
Development of critical thinking, problem solving,	Lesson details provide specific activities and evidence-based practices for engaging students and encouraging individual responses to instruction that include critical thinking, problem solving and performance skills. [Lesson plan provides detailed steps listed in bullet points or numbered steps that could be followed by someone else teaching this lesson.]	Lesson details provide activities and evidence-based practices for engaging students and encouraging individual responses to instruction that include critical thinking, problem solving and performance skills. [Lesson plan provides helpful steps listed in bullet points or numbered steps that could be followed by someone else teaching this lesson.]	Lesson details lack activities and evidence-based practices for engaging students and encouraging individual responses to instruction that include critical thinking, problem solving and performance skills. [Lesson plan tends to be generic and would be difficult for someone else to teach with this limited guidance.]

	Target (5 pt)	Acceptable (3 pt)	Unacceptable (1 pt)
Active engagement in learning	<p>Details include varied evidence-based strategies, approaches, materials, resources and technology designed to effectively engage students in the lesson. Management strategies are employed to motivate, guide, and support students to become independent learners. Candidate demonstrates recognition of cultural and gender differences and responds accordingly. [Specific evidence-based strategies are intentionally and effectively utilized in this lesson.]</p>	<p>Details include evidence-based strategies, approaches, materials, resources and technology designed to engage students in the lesson. Management strategies are employed to motivate, guide, and support students to become independent learners. [A specific evidence-based strategy is utilized in this lesson.]</p>	<p>Details do not include evidence-based strategies, approaches, materials, resources and technology designed to engage students in the lesson. Strategies to motivate, guide, and support students to become independent learners are missing. [It is not clear how or where a specific evidence-based strategy is intentionally utilized in this lesson.]</p>
Overall Grade	<p>Target</p> <p style="text-align: right;">_____ / 45</p>	<p>Acceptable</p> <p style="text-align: right;">_____ / 45</p>	<p>Unacceptable</p> <p style="text-align: right;">_____ / 45</p>