EPI0002 Instructional Strategies
SAMPLE SYLLABUS

CLASS SCHEDULE: **TBA**

PROFESSOR: **Rhonda Atkinson**

E-MAIL: **ratkinson3@valenciacollege.edu NOTE: When class begins, Blackboard LEARN email will be used for all course-related communications. Only assignments submitted via Blackboard LEARN will be graded.**

DEPARTMENT: **Teacher Preparation and Re-Certification**

DEPARTMENT OFFICE AND PHONE: **West Campus 1-255**; **407-582-5581**

OFFICE HOURS: **TBA**

CATALOG COURSE DESCRIPTION: **This course focuses on the proficiency in the application of a variety of instructional strategies. These include multimodal instruction, learning styles knowledge, cooperative and collaborative learning, accommodations for exceptional students and the infusion of technology into lesson plans.** CREDIT: **3 hours**

ONLINE COURSE: **An online course is a course where all of the content is delivered online at Valencia using the college approved course management system. Online courses can provide opportunities for students to attend anytime from anywhere; however, the online student must take responsibility for his or her own learning. In any distance education program, the capacity for self-directed learning is crucial. While instructors and fellow students can provide some support, the online distance learner is expected to provide the internal motivation to manage his or her own learning during the course of study and have a basic grasp of Internet navigation skills and word processing skills. WebCT is used to deliver all instruction in this online course and the student is responsible to learn to use this delivery system. To assess your readiness for an online course, you are encouraged to take the self-assessment at http://valenciacc.edu/ltad/students/are_distance.asp.**

Due to the compressed nature of this course and the interaction that is required, students should expect to spend 12 hours per week working on course requirements and should visit the course at least every 48 hours to remain up to date on communications from the instructor and fellow students. Additionally, daily participation may be required during some weeks of the course.

REQUIRED TEXT(S): **(1) Effective Teaching Methods (7e) (2010) by Borich, (2) Essentials of Educational Psychology by Ormrod and (3) EITHER Classroom Management for Elementary Teachers 7E by Evertson, Emmer & Worsham OR Classroom Management for Middle/High School Teachers 7E by Emmer, Evertson, & Worsham. These are available at the West Campus bookstore.**

VALENCIACOLLEGE

TECHNOLOGY REQUIREMENTS: **For internet and computer hardware requirements please visit http://valenciacc.edu/ltad/students/tech_req.asp.**

A flash drive is mandatory for storing class materials and artifacts.

It also recommended that you review the tutorial learning module for WebCT located on the Content page of the course in WebCT.

If you need assistance with WebCT, contact the Valencia WebCT Help Desk through email at webcthelp@valenciacc.edu or by calling 407-582-5600.

COURSE OUTCOMES: At the end of this module, learners should be able to. . .	by completing the following ARTIFACTS. . .
1. identify instruments that determine the learning styles of students and infuse strategies that address the different learning styles into lesson plans **2. identify question words and activities at different levels of Bloom's taxonomy.** **3. identify how to develop a lesson plan** **4. describe how to use cooperative learning strategies in classroom instruction** **5. describe how to use group learning strategies in classroom instruction** **6. demonstrate the use of contextual learning.** **7. identify ways to accommodate instruction for exceptional students** **8. develop alternate ways of presenting classroom instruction**	1. Write a lesson plan that A) uses alternative ways of presenting information in order to meet the needs of learners with specified learning styles B) uses Bloom's taxonomy to structure objectives, questions, and activities C) describes how to meet the needs of a specific exceptional student D) incorporates cooperative learning or group learning E) uses contextual learning FEAP Competencies: The Learning Environment, Instructional Design and Lesson Planning, Instructional Delivery and Facilitation **Due WEEK 6** **150 points**
9. demonstrate the use of project-based learning	2. Create an example of a grade- and content-specific instructional activity that is project-based and fosters contextual learning FEAP Competencies: The Learning Environment, Instructional Design and Lesson Planning **Due WEEK 7** **100 Points**
10. describe the relationship between behavioral management and classroom instruction	3. Write a 1-2 page paper with a minimum of 3 references (using APA style) identifying and supporting how the classroom behavioral

	management approaches (humanist tradition, applied behavior analysis, classroom management tradition) would use in your classroom and the benefits of each approach for classroom instruction. FEAP Competencies: The Learning Environment, Instructional Design and Lesson Planning **Due WEEK 8** **100 Points**

COURSE ASSIGNMENTS AND POLICIES:

1. **Individual Artifacts** will focus on application and demonstration of course content. **In order to pass this course, you must pass EACH portfolio/artifact assignment.** If you do not, your grade will be an "F" for the course regardless of your performance on other class assignments. You cannot pass as the result of your work on quizzes and discussions. All artifacts must earn at least an 80%, or they will have to be corrected and resubmitted. Time does not permit me to regrade artifacts which receive 90% or more. **NOTE: If an artifact is submitted late, you will automatically lose one letter grade and if an artifact is returned to you for revision, 10% of the grade will be deducted for each time the assignment is returned. Thus, the grade on your portfolio rubric might reflect the score for the actual assignment and your gradebook score might be less.** The artifacts should be typed using 12 font in Times New Roman, double spaced (when appropriate) and submitted through the appropriate assignment in Blackboard. The appropriate template should be used for artifacts when provided. Additional information for creating artifacts and the scoring rubrics are provided on WebCT. (350 total points)

2. A **group PowerPoint presentation** will be made on one of several topics in Weeks 6 and 7. Students should sign up for their topic in class during week 1. Additional information for completing the project and a rubric for scoring will be provided (100 total points).

3. Participation in **Discussions via WebCT** will also be graded. You will have at least 2 discussions each week and will make either an individual or group original post and one or more reply posts. Be sure to check each discussion to know exactly how many reply posts are required. Unless otherwise indicated, *discussion posts—original and replies—will end on the due date for that week's module.*

4. Weekly **Quizzes** will be given on the weekly readings. They can be found under the Assessments tab on the WebCT. Quizzes must be completed before the due date and time. Each quiz will be worth 10 points for a total of 60 points. *You may take a quiz an unlimited number of times until the due date passes.*

5. Each week's **content** must be completed in its entirety. This means that all assignments and discussions must be completed and submitted by the due date. Points have been assigned to each assignment/discussion. Some assignments/discussions are individual

and some are group activities. Check the week overview for information and assignments.

6. All students not teaching or in EPI 0940 or 0945 will have to complete **volunteer hours** through Orange or Osceola's volunteer program or in a private or charter school. **Online students are required to complete 10 hours per term, not course.** You may turn in a log sheet to both instructors showing that the hours are completed. Inasmuch as the EPI 0002 course is in the first half of the term, you technically have until the end of the semester to complete your hours. However, **keep in mind that if you do not complete your volunteer hours for ANY reason, you will not pass EPI 0002.**

7. At the end of the course you must complete your **Portfolio Evaluation**. These will be graded satisfactory or unsatisfactory and must be completed to receive a passing grade for this course. These are due in the last week of the course.

8. In general, there are few new and different ideas and instructional strategies in teaching. What IS new will be your approach and use of them. Thus, in completing the course artifacts and assignments, you may ADAPT other resources you find (e.g., WWW, books, journals, other teachers, etc) as resources as long as you cite them appropriately. However, you should NOT "copy and paste" a lesson plan or other content you find and present it as your own. Using material from a website or other source without permission infringes on copyright laws. *If you use material from a website which gives permission for free use but you do not cite it, then you are committing plagiarism. If you use information from another student's work, you are committing plagiarism***. In either case, you WILL get an F for the assignment AND in the course. An F in the course will drop you from the EPI program and it would be very doubtful that you could be reinstated.** Please use APA or MLA format for citations.

9. **Attendance:** This is a compressed course and attendance is very important. You can be absent 1 time without penalty; however, you grade will drop by one letter grade for each additional absence, regardless of the reason.

All formal assignments should adhere to standard written English. If you have any doubts about your writing skills, please go to the Writing Center on any one of the three campuses. See http://www.valenciacc.edu/tutoring/ for more details.

GRADING SCALE:

90% and above	**A**	**Artifacts**	**350**
80%-89%	**B**	**Week 6-7 group project**	**100**
70%-79%	**C**	**Discussions**	**290**
Below 70%	**F**	**Quizzes**	**60**
		Total	**800**

Volunteer Requirements for EPI Hybrid Students:
This requirement begins Fall 0f 2009 for all continuing and new EPI students who are not in a full-time teaching position or in a full-time teacher's aide or paraprofessional position. **Students must complete 5 hours of volunteer/observation hours in a K-12 setting for each 8 week term, not per class. The exception to this is when you are enrolled for EPI 0940 or EPI 0945 because you are already required to do 15 hours per course in a K-12 setting as part of your field experience.** The following links are to the volunteer homepages for Orange and Osceola counties:
Orange County:
https://www.ocps.net/ES/CR/RESOURCES/Pages/default.aspx
Osceola County:
http://www.osceola.k12.fl.us/depts/OASIS/index.htm
Please Note: Students who do not successfully complete volunteer hours will not pass the current term enrolled.

POLICIES AND PROCEDURES:

Blackboard: *All assignments and their due dates will be located in Blackboard for the course. Additional readings and information will also be posted.*

COMPUTER LAB USAGE: *Remember that when utilizing Valencia College computer labs, food and drink are not permitted. For additional information, see http://www.valenciacc.edu/labs.*

ACADEMIC HONESTY: *All forms of academic dishonesty are prohibited at Valencia Community College (Policy Number 6Hx28: 10-16). For more information, see http://www.valenciacc.edu/policies.*

STUDENTS REQUIRING ACADEMIC ACCOMMODATION: *Students with disabilities who qualify for academic accommodations must provide a letter from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities. For more information, see http://www.valenciacc.edu/osd/.*

POSSIBLE NECESSITY OF SCHEDULE/CONTENT MODIFICATION: *Course schedule and/or content may be changed at the professional discretion of the professor.*

EPI HANDBOOKS *may be found at http://valenciacollege.edu/epi/handbooks.cfm*

Course Schedule
NOTE: ASSIGNMENTS ARE DUE ON WEDNESDAYS at 5:55PM!!!

Class Meeting	Topics	Assignments (To be completed before coming to class)
1	Introduction to Course Overview of Instruction	Learning Module: Week 1 Course Orientation Student Orientation **Sign up for Week 6 Group Presentations**
2	Learning Styles Bloom's Taxonomy	Borich Chapters 2, 3 Learning Module: Week 2 Please complete the Learning Styles Assessment module PRIOR to class and BRING your results ***DUE Need Volunteer Hours? Assignment***
3	Direct Instruction Indirect Instruction Group Learning	Borich Chapters 7, 8 *MyEducationLab Video Clips* Learning Module: Week 3
4	Lesson Planning	Borich Chapter 4 Learning Module: Week 4
5	Questioning Accommodations Feedback Research-Based Strategies	Borich Chapter 9 Evertson/Emmer Chapter 10 *MyEducationLab Video Clips* Learning Module: Week 5
6	Cooperative Learning Project-Based Learning	Borich Chapters 10, 11 *MyEducationLab Video Clips* Learning Module: Week 6 **Group 1 and 2 Presentations** **Lesson Plan Artifact Due**
7	Contextual Learning Behavior Management	Borich Chapter 6 Ormrod Chapter 3 *MyEducationLab Video Clips* Learning Module: Week 7 **Group 3 Presentation** **Project-Based Learning Artifact due**
8	Behavior Management	Evertson/Emmer Chapter 9 Learning Module: Week 8 **Behavior Management Paper due** **Group Presentation Evaluation Due** ***Portfolio Assignment Due*** ***Volunteer Hours Assignment due*** *(Note: If you are currently teaching, you STILL need to complete the form showing your school, grade, and subject)*

MyEducationLab Video Clips

Week 3: Video Clips in the MyEducationLab.com website

Direct Instruction in High School Chemistry
Indirect Instruction

To find these videos:
1. Log into MyEducationLab.com for the Borich book
2. Click on "Topics" found at the top of the page next to "Home"
3. Click on "8 Explicit Instruction Models" for the first title and "9 Group Interaction Models" for the second title from the menu on the left
4. Click on "Video Examples"
5. Click on each title to view the videos

Week 5: Video Clips in the MyEducationLab.com website

Higher Order Questioning
The Discussion Model in High School English
Inquiry Learning

To find these videos:
1. Log into MyEducationLab.com for the Borich book
2. Click on "Topics" found at the top of the page next to "Home"
3. Click on "7 Strategies for Teaching" for the first title, "9 Group Interaction Models" for the second title, and "11 Inquiry Models" for the third title from the menu on the left
4. Click on "Video Examples"
5. Click on each title to view the video

Weeks 6 and 7: Video Clips in the MyEducationLab.com website

Cooperative Learning
Demonstrating
Problem-Based Learning - Finding Area in Elementary Math

To find these videos:
1. Log into MyEducationLab.com for the Borich book
2. Click on "Topics" found at the top of the page next to "Home"
3. Click on "7 Strategies for Teaching" for the first and second titles and "11 Inquiry Models" for the third title from the menu on the left
4. Click on "Video Examples"
5. Click on each title to view the videos

FEAPS (Florida Educator Accomplished Practices) Competencies

Fall 2010 Revised FEAPs Information
(1) Purpose and Foundational Principles.
(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.
(b) Foundational Principles. The Accomplished Practices are based upon and further describe three essential principles:

　　　　1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
　　　　2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
　　　　3. The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) Quality of Instruction.

1. **INSTRUCTIONAL DESIGN AND LESSON PLANNING**. Applying concepts from human development and learning theories, the effective educator consistently:
- **Aligns instruction with state-adopted standards at the appropriate level of rigor;**
- Sequences lessons and concepts to ensure coherence and required prior knowledge.
- Designs instruction for students to achieve mastery;
- Selects appropriate formative assessments to monitor learning;
- Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
- Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. **THE LEARNING ENVIRONMENT.** To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
- Organizes, allocates, and manages the resources of time, space, and attention;
- Manages individual and class behaviors through a well-planned management system;
- Conveys high expectations to all students;
- Respects students' cultural, linguistic and family background;
- Models clear, acceptable oral and written communication skills;
- Maintains a climate of openness, inquiry, fairness and support;
- Integrates current information and communication technologies;
- Adapts the learning environment to accommodate the differing needs and diversity of students; and

- Utilizes current and emerging assistive technologies that enable students to participate **in** high-quality communication interactions and achieve their educational goals.

3. **INSTRUCTIONAL DELIVERY AND FACILITATION**. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

Deliver engaging and challenging lessons;

Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

Identify gaps in students' subject matter knowledge;

Modify instruction to respond to preconceptions or misconceptions;

Relate and integrate the subject matter with other disciplines and life experiences;

Employ higher-order questioning techniques;

Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and

Utilize student feedback to monitor instructional needs and to adjust instruction.

4. **Assessment**. The effective educator consistently:

- Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
- Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.

1. **Continuous Professional Improvement**. The effective educator consistently:

- Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- Examines and uses data-informed research to improve instruction and student achievement;
- Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
- Implements knowledge and skills learned in professional development in the teaching and learning process.

2. **Professional Responsibility and Ethical Conduct**. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession. *Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History–New 7-2-98; Amended 12-17-10. SOURCE: http://www.fldoe.org/profdev/FEAPSRevisions/pdf/6A-5.065.pdf*

GROUP PRESENTATION RUBRIC

Objective/Criteria	Performance Indicators		
	Unsatisfactory	**Needs Improvement**	**Satisfactory**
Approach is thoroughly explained	(0 points) The Approach was not explained	(10 points) The Approach was explained but not thoroughly	(20 points) The Approach was explained thoroughly
Information from both the text and the websites	(0 points) Information from both the text and the websites was not used	(10 points) Information from either the text or the websites was not used	(20 points) Information from both the text and the websites were used
PowerPoint presentation	(0 points) A PowerPoint presentation was not given	(5 points) A PowerPoint presentation was given but it was not well-developed	(10 points) A well-developed PowerPoint presentation was given
Activity	(0 points) No activity was included	(5 points) An activity was included but it did not demonstrate concepts from the Approach	(10 points) An activity was included that demonstrated concepts from the Approach
Handout	(0 points) A handout was not given	(5 points) A handout was given but information was missing	(10 points) A well-developed handout was given
Evaluation Form	(0 points) Evaluation form was not submitted	(5 points) Evaluation form was submitted but it was incomplete	(10 points) Completed evaluation form was submitted
Quality of PowerPoint, and Handouts	(0 points) PowerPoint and Handouts contained many grammar, capitalization, spelling and punctuation errors.	(5 points) PowerPoint and Handouts contained some grammar, capitalization, spelling and punctuation errors.	(10 points) PowerPoint and Handouts contained no grammar, capitalization, spelling or punctuation errors.
Equal Participation	(0 points) Group member did not participate in the project.	(5 points) Group member participated in the project, but not at the same level as other members.	(10 points) All group members participated at the same level in the project.
			out of 100

ASSIGNMENT 1 Lesson Plan (Portfolio Assignment)

Write a lesson plan that aligns with the Sunshine State Standards and, A) uses alternative ways of presenting information in order to meet the needs of learners with specified learning styles B) uses Bloom's taxonomy to structure objectives, formative and summative questions, and activities C) describes how to meet the needs of a specific exceptional student D) incorporates cooperative learning and E) is contextually-based.

FEAPs: Quality of Instruction/Instructional Design and Lesson Planning (a,b,c,d); Instructional Design and Facilitation (e,f,i)

a) Quality of Instruction

Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

a. Aligns instruction with state-adopted standards at the appropriate level of rigor;

b. Sequences lessons and concepts to ensure coherence and required prior knowledge.

c. Designs instruction for students to achieve mastery;

d. Selects appropriate formative assessments to monitor learning;

Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

e. Relate and integrate the subject matter with other disciplines and life experiences;

f. Employ higher-order questioning techniques;

i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement

Objective/Criteria	Performance Indicators		
	Unsatisfactory	**Needs Improvement**	**Satisfactory**
Unit Title	(0 points) No Unit Title	(3 points) Unit Title stated but it does not apply to lesson	(6 points) Unit Title stated
Lesson Title	(0 points) No Lesson Title	(3 points) Lesson title stated but it does not apply to lesson	(6 points) Lesson Title stated
Multi-level Objectives with levels indicated	(0 points) Only one objective	(3 points) Multi-level objectives are listed but no Bloom's level indicated	(6 points) Multi-level objectives and level of Bloom's indicated
Learning Outcome	(0 points) Objectives have no learning outcome	(3 points) Not all objectives have a learning outcome	(6 points) All objectives have a learning outcome
Learning Condition	(0 points) Objectives have no learning condition	(3 points) Not all objectives have a learning condition	(6 points) All objectives have a learning condition

Criterion Level	(0 points) Objectives have no criterion level	(3 points) Not all objectives have a criterion level	(6 points) All objectives have a criterion level
Sunshine State Standard	(0 points) No alignment with state adopted standards, No Sunshine State Standard indicated	(3 points) Not clearly aligned with state adopted standards at the appropriate level of rigor, Sunshine State Standard indicated but it does not apply to lesson	(6 points) Aligns instruction with state-adopted standards at the appropriate level of rigor, Correct Sunshine State Standards indicated
Gaining Attention	(0 points) No indication of how the teacher will gain the students' attention is indicated	(3 points) A statement of how the teacher will gain the students' attention is indicated but it is not well-developed	(6 points) A well-developed statement of how the teacher will gain the students' attention is indicated
Informing the learner of the objectives	(0 points) Learners are not informed of objectives	(3 points) The learner is informed of the objectives but the statement is not well-developed	(6 points) A well-developed statement of the objectives is given
Rationale	(0 points) No rationale for the lesson is given	(3 points) A rationale for the lesson is given but it is not well-developed and did not clearly relate and integrate the subject matter with other disciplines and life experiences	(6 points) A well-developed rationale is given that related and integrated with the subject matter with other disciplines and life experiences
Expectations	(0 points) No expectations for student behavior are listed	(3 points) Student behavior expectations are listed but they are not well-developed	(6 points) Well-developed student behavior expectations are listed
Review – Lesson Sequence	(0 points) No review is indicated and no sequence to lessons and concepts to ensure coherence and required prior knowledge	(3 points) Review is indicated but it is not well-developed and Sequenced lessons and concepts to ensure coherence and required prior knowledge are not clear	(6 points) Well-developed review is indicated and sequenced lessons and concepts to ensure coherence and required prior knowledge
Presentation of stimulus material	(0 points) How the teacher will present the skill or concept is not indicated	(5 points) How the teacher will present the skill or concept is indicated but is not well-developed	(10 points) How the teacher will present the skill or concept is indicated and well-developed
Instruction: Eliciting Desired Behavior (Guided Practice) with level of Blooms indicated	(0 points) Guided practice activities were not indicated, instruction was not designed for students to achieve mastery	(3 points) Guided practice activities were indicated but Bloom's level was not, instruction not clearly designed for students to	(6 points) Guided practice activities were indicated and appropriate Bloom's level was identified; Designed instruction for students to

		achieve mastery	achieve mastery
Instruction: Feedback during Guided Practice	(0 points) No feedback for guided practice was indicated, instruction was not designed for students to achieve mastery	(3 points) Feedback for guided practice was indicated but it was not well-developed, instruction not clearly designed for students to achieve mastery	(6 points) Well-developed feedback for guided practice was indicated; Designed instruction for students to achieve mastery
Instruction: Eliciting Desired Behavior (Independent Practice) with level of Blooms indicated	(0 points) Independent practice activities were not indicated, instruction was not designed for students to achieve mastery	(3 points) Independent practice activities were indicated but Bloom's level was not, instruction not clearly designed for students to achieve mastery	(6 points) Independent practice activities were indicated and appropriate Bloom's level was identified; Designed instruction for students to achieve mastery
Feedback on Independent Practice	(0 points) No feedback for independent practice was indicated, No support, encouragement, and immediate and specific feedback to students to promote student achievement	(3 points) Feedback for independent practice was indicated but it was not well-developed; Support, encouragement, and immediate and specific feedback to students to promote student achievement was not clear	(6 points) Well-developed feedback for independent practice was indicated; Supported, encouraged, and provided immediate and specific feedback to students to promote student achievement
Assessing the behavior	(0 points) No assessment strategy was indicated	(3 points) Assessment strategy was indicated but it was not appropriate	(6 points) Selects appropriate formative assessments to monitor learning
Multi-level questions with levels indicated	(0 points) No questions listed; no higher-order questioning techniques were applied	(5 points) Multi-level questions listed but no Bloom's levels indicated; higher-order questioning techniques not applied appropriately	(10 points) Multi-level questions listed and appropriate Bloom's levels indicated; employed higher-order questioning techniques
Accommodations	(0 points) No Accommodations indicated	(5 points) Some accommodations indicated	(10 points) Accommodations indicated are appropriate
Paper in proper format	(0 points) Student did not use the appropriate template	(3 points) The appropriate template was used but sections are missing	(6 points) The appropriate template was used
Cooperative Learning Activity	(0 points) No cooperative learning activity included	(3 points) Cooperative learning activity included but it is not well-developed	(6 points) Well-developed cooperative learning activity included
Context-Based	(0 points) Lesson is not context-based	(3 points) Lesson is context-based but needs additional explanation	(6 points) Lesson is context-based
			out of 150

Comments/Feedback:

ASSIGNMENT 2   PROJECT BASED LEARNING ASSIGNMENT

Objective/Criteria	Performance Indicators		
	Unsatisfactory	**Needs Improvement**	**Satisfactory**
Activity explanation	(0 points) Activity was not explained	(20 points) Activity was explained but not thoroughly	(40 points) Activity was thoroughly explained
Grade appropriate	(0 points) The activity was not grade appropriate	(5 points) The activity was grade appropriate but the grade level was not indicated	(10 points) The activity was grade appropriate and the grade level was indicated
Content specific	(0 points) The activity was not content specific	(5 points) The activity was content specific but the content area was not indicated	(10 points) The activity was content specific and the content area was indicated
Context-based	(0 points) The activity was not context-based	(10 points) The activity was context-based but the context was not explained	(20 points) The activity was context-based and the context was explained
Grading Rubric	(0 points) Grading rubric not included	(10 points) Grading rubric included but it did not conform to proper formatting	(20 points) Grading rubric was included and was properly formatted
			out of 100

ASSIGNMENT 3 Behavior Management Approach (Portfolio Assignment)

Write a 1-2 page paper with a minimum of 3 references (using APA or MLA style) identifying and supporting how the classroom behavioral management approaches (humanist tradition, applied behavior analysis, classroom management tradition) would be implemented in your classroom and describe the benefits of each approach for classroom instruction.
FEAPs: The Learning Environment (b,d,e,f); Professional Responsibility and Ethical Conduct

Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:
   b. Sequences lessons and concepts to ensure coherence and required prior knowledge.
   d. Selects appropriate formative assessments to monitor learning;

e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

Objective/Criteria	Performance Indicators		
	Unsatisfactory	**Needs Improvement**	**Satisfactory**
Approaches thoroughly explained	(0 points) Approaches were not described, lessons not provided	(15 points) Approaches were described but not thoroughly, did not clearly explain how lessons were sequenced and some concepts were applied that required prior knowledge. Did not create learning experiences that require students to demonstrate a variety of applicable skills and competencies	(30 points) Approaches were described thoroughly; explained the sequenced lessons and concepts to ensure coherence and required prior knowledge. Developed learning experiences that required students to demonstrate a variety of applicable skills and competencies
Examples of interventions	(0 points) Examples of interventions were not described; no use of data	(10 points) Examples of interventions were described but not thoroughly; did not specify use of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons	(20 points) Examples of interventions were described thoroughly; used a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons
Instruction Selection	(0 points) Benefits to instruction were not described, no formative assessments	(10 points) Benefits to instruction were described but not thoroughly. Formative assessments to monitor student learning were not appropriate	(20 points) Benefits to instruction were described thoroughly; selected appropriate formative assessments to monitor learning
Length, format and grammar	(0 points) Paper was not the proper length, was not formatted properly and had many grammar errors	(5 points) The length and formatting of the paper were correct but there were some grammar errors	(10 points) The length and format of the paper were correct and there no grammar errors

References	(0 points) In text citations and a reference page were not included	(5 points) In text citations or a reference page were not included or citations and/or references were not formatted correctly	(10 points) In text citations and a reference page were included and citations and references were formatted correctly
Professional Responsibility and Ethical Conduct	(0 points) Does not demonstrate an understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession	(5 points) Does not clearly demonstrate an understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession	(10 points) Demonstrates an understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession
			out of 100

Comments/Feedback: