

AEP 671, SECONDARY METHODS
(Undergraduate Version)

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Prerequisites: none

DATES/TIMES: online

COURSE CREDIT: 3 undergraduate credits

COURSE DESCRIPTION: The Secondary Methods course discusses how to teach effectively in today's secondary schools. This course develops an understanding of various learning modes, learning styles, multiple intelligences, questioning techniques, and other instructional strategies to engage students and be effective in today's secondary school classroom. This course demonstrates how to use effective lesson plan design as well as various assessment techniques. This course also demonstrates strategies for ongoing professional development for teachers.

COURSE OBJECTIVES: Students will . . .

1. Correlate learning styles to teaching styles.
2. Communicate challenging learning expectations to each student.
3. Adapt instruction for individual needs.
4. Align activities, materials and resources with learning goals.
5. Complete an integrated thematic unit of instruction with at least three sequential lesson plans.
6. Design lesson plans to address multiple intelligences.
7. Demonstrate developing skill in the use of questioning for teaching and learning.
8. Integrate collaborative learning activities into conventional passive learning situations.
9. Demonstrate ways of integrating strategies for integrated learning
10. Design and assess rubric charts
11. Implement effective strategies for ongoing professional development
12. Develop and produce a professional portfolio

COURSE REQUIREMENTS: (2 PRODUCTS)

Welcome - The Welcome section provides instructions on how to use this course, materials needed for this course, and references used in developing this course.

Each lesson includes content sources, and in lieu of a textbook, material composed of narrative plus either links to articles, YouTube presentations, or graphics. You will find yourself being more of a researcher than simply referring to a depository of content as is sometimes common when reading a traditional textbook as a way to gain content knowledge. You will find some of the content redundant, but in education we like to call this repetition which can be an instructional strategy. You also will find that sometimes the sources are not in agreement. This is okay too. Some sources will require careful and thoughtful reading while others will invite you to a less formal perusal. You will probably find the YouTube presentations and the graphics particularly helpful for providing summaries of the content concepts. Feel free as a researcher to explore other websites to gather further information.

Explanation of Points

Product One: Evidence of completing the lessons is the submission of the certificate of completion. This score is strictly a pass option with scores of 70% or more required. Exam must be retaken for any score below 70%.

Product Two: Up to 850 points will be awarded based on the quality and thoroughness of the responses to writing assignment prompts. Final grade will be determined as a percentage of points earned calculated on total possible points.

Product One:

As you proceed through this course, you will initially be required to access and complete the appropriate topic identified online lesson package, earning a mandatory completion certificate for the subject matter content. You can access your topic by logging on and registering yourself at this web page: <https://www.leadershipcredit.info/dod-jrotc-certification/>.

Once you complete the online effort with a successful score of 70% or better for this topic you will be provided a completion certificate; which in turn will be submitted along with **Product Two**, page 36 below, as a scanned attachment to your instructor.

Lesson 1 - Effective Teaching in Secondary Schools - This lesson defines secondary school, discusses trends in today's secondary schools and compares various learning modes, learning styles, and multiple intelligences.

Objectives:

- Define a secondary school and describe the characteristics of an exemplary school.
- List at least three key trends and practices in today's secondary schools.
- Analyze two problems that plague today's secondary schools and create an action plan for solving one of them.
- Compare and contrast the concepts of learning modes, learning styles, and Gardner's theory of multiple intelligences.
- Create a chart that correlates learning styles to teaching styles.
- Communicate challenging learning expectations to each student.

Reading Assignment (*All assignments are provided for in the [Certification](#) section, and some are repeated here again here for review purposes.*)

The purpose of the Secondary Methods course is to assist instructors and teachers by providing best practices and the latest research on what works to help students learn and achieve. The importance (or not) of addressing learning styles, content delivery structures, multiple intelligences, instructional techniques such as questioning and assessment follows.

Many problems exist in today's secondary schools ranging from bullying to increased class sizes. Grace Chen (2017) outlines the biggest problems in her public school review article, [10 Major Challenges Facing Public Schools](#). They include: Classroom size, poverty, family factors, technology, bullying, student attitudes and behaviors, laws, parental involvement, health, and funding (Chen, 2017).

A problem that educators face is how to best organize, facilitate, and assess learning. Educators must realize if we teach in a traditional way, we may be covering the material, but not all of the students are learning it. This knowledge helps us to understand if we want students to learn we have to use different strategies and to KNOW our students and how they learn best to teach them. Professional development can be VERY boring; however, it is imperative to learn strategies to engage students – not just to know them, but to be able to apply them. We, as educators need to not just know about learning modes, learning styles, and Gardner's multiple intelligences; but we need to practice teaching with them in mind and continue to hone our skills and refresh our learning with professional development.

Learning Styles

Often learning styles, modalities, preferred behaviors, and cycles are used interchangeably. The discussion circles around the fact that each person is different and processes information in different ways. Some people prefer to absorb information in different modes – some using an auditory medium, some visually, and others tactically or kinesthetically. Global learners prefer to start with the big picture (forest), whereas analytic learners like to start with the details (trees). Some prefer different behaviors as portrayed in the Winning Colors® program where four different color cards are used, red for the action card (adventurer or risk taker), blue for the feeling card (relater or team builder), green for the thinking card (planner or creative thinker), and brown for the traditional card (builder or decision maker; Neilson, 2018). The four-phased lesson plan is conducive to addressing all of the different modalities, styles, and behavior preferences. It would be very difficult for a teacher or an instructor with classes full of 30 or more students to address each preference. That instructor can, however, use eclectic teaching styles so that students have a chance during the class period to address the material in their preferred style. A curriculum should be full of pictures, graphics, and videos to appeal to visual and auditory modalities. It is also important that it contain a variety of activities that offer an opportunity to touch objects, act, and construct - all appealing to tactile/kinesthetic modalities. The phases in the lesson plans should appeal to various behavior preferences: Inquire (blue – what do you know and feel about a subject), Gather (brown – just tell me what you want me to know), Process (green – I get to practices it/blue – I get to work with a team), and Apply (I get to do it!).

Interestingly, most teachers universally accept the fact these different preferences are essential to consider in teaching. Presenting an alternative view, Marshik (2015) asserts that though everyone has preferences, they are not as important in learning as many believe and no evidence exists that these preferences make a difference in the classroom. Organization like connecting new material to existing knowledge is more important in learning concepts than addressing different styles or preferences (Marshik, 2015).

In reflection, it is important to offer a variety of experiences to keep students' attention and to engage them. Diverse learners require an array of approaches in teaching and instructors must know their students and follow lesson plans that break down concepts and information into manageable chunks. Open the links below to explore some different views about learning styles.

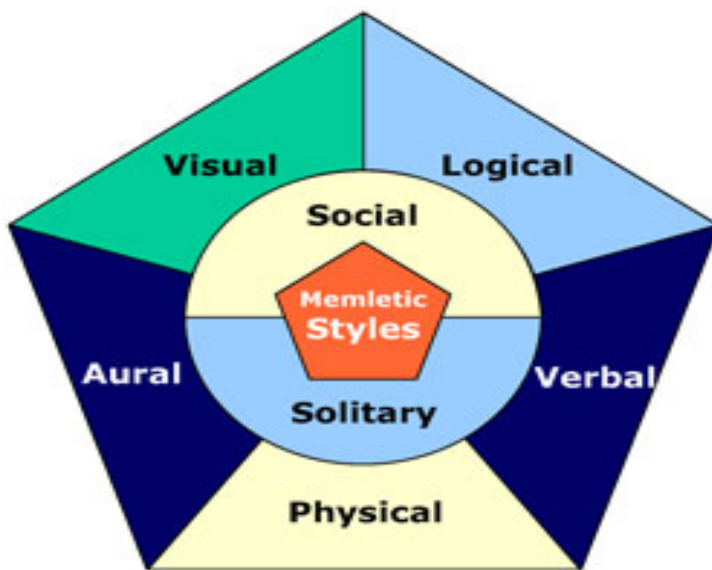
<https://teach.com/what/teachers-know/learning-styles/>

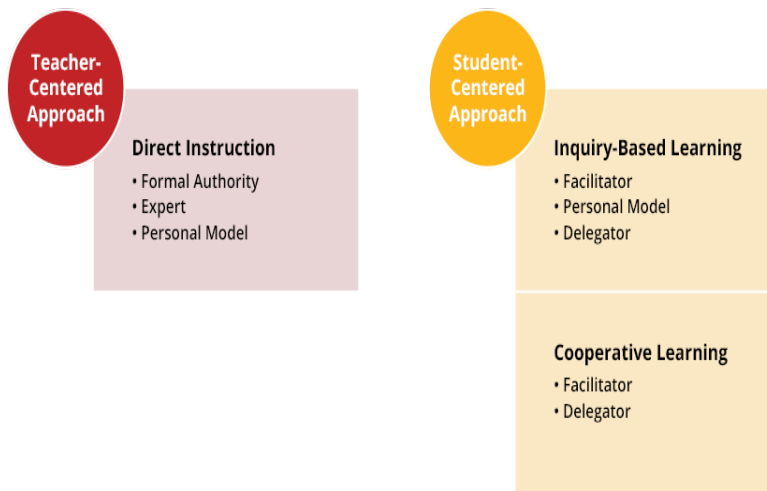
<https://www.cornerstone.edu/blogs/lifelong-learning-matters/post/your-guide-to-understanding-and-adapting-to-different-learning-styles>

<https://www.youtube.com/watch?v=cuiWQtXznDs>

<https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-for-the-future/future-focused-learning-and-teaching/learning-modes>

<https://www.scholastic.com/teachers/articles/teaching-content/fifteen-ways-vary-instruction/>





Gardner’s Eight Intelligences

Knowing oneself is the first step to better communication, relationship building, career selection, and a plethora of other societal functions. Knowing one’s preferred ways of processing information is the key to learning faster with greater understanding and retention. Of course, “knowing” is not enough.

Traditional education has focused primarily on two intelligences, linguistic and logical/mathematical. Unfortunately, even with all we know about learning today, many teachers continue to use lecture as their primary or only teaching strategy. Fortunately, more and more teachers are improving their practice and district leaders are addressing the ones who are not changing by slowly moving them from the “sage on the stage” to the “guide on the side” through requirements such as lesson planning with learning styles and multiple intelligences ingrained.

A good speaker would not address an audience without knowing something about that audience. The speaker does not need to know details, which would be impossible to gather, but with a general idea the speaker can fashion his or her presentation to appeal to a greater number of people beyond those with auditory learning styles and linguistic intelligences. A teacher is similar to a speaker – both should have the objective of ensuring their audience grasps what they are saying and can do something with the information. Of course, to start they need to include something in the beginning and placed at points throughout to capture their audiences’ attention.

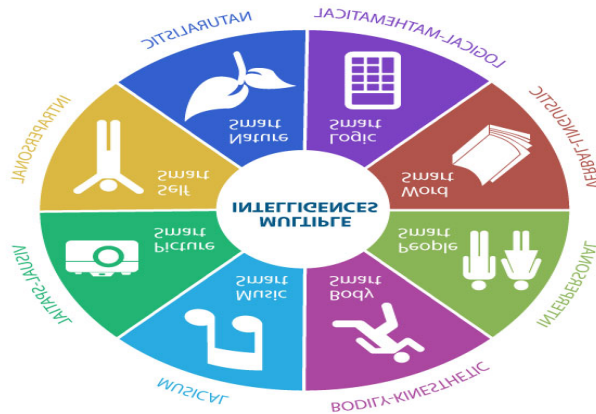
Throughout a class or presentation, the different multiple intelligences can be incorporated to appeal to the entire audience. Including a story (linguistic), diagrams (mathematical/logical), pictures and charts (visual), background music or something rhythmic (musical), opportunities to collaborate and participate (interpersonal) and to contemplate (intrapersonal), to get up and move (kinesthetic), and to journal (naturalist) will keep a presentation lively and applicable. A caution is not to include all intelligences in every presentation or lesson if a few just do not fit with the subject, but it can be surprising how easy it is and how including the intelligences can greatly improve a presentation or a class.

<https://www.verywellmind.com/gardners-theory-of-multiple-intelligences-2795161>

<https://www.edutopia.org/multiple-intelligences-research>

<https://www.youtube.com/watch?v=4sSke-f9rnk>

<https://www.youtube.com/watch?v=UHMzELRpLr0>



Any variety teachers provide will help keep students' attention. That is just the first (though essential) step in the process. It is important to check for understanding frequently. Using response systems, teachers can see which students are grasping the material and which ones are not. With further investigation, gathering more information about those students could help teachers to include more activities and alternate activities to nurture their learning. A check on students who always score high can help to identify those who are not challenged enough and provide additional requirements and activities to further their learning. By using the statistics available through the response systems, teachers can adjust their lessons and continually review how their strategies are working for all students and each individual student.

Multiple intelligences, learning styles, and behavior preferences (measured by Winning Colors®), are very important aspects of the learning process. The new law replacing the No Child Left Behind (NCLB) Act, The Every Student Succeeds Act (ESSA), enacted in December 2015, requires states to include at least one measure, such as student engagement, in their accountability requirements other than academic factors (Blad, 2016). This provision will enable schools to help students improve social-emotional skills that could enhance their learning and provide extra curriculum for students lagging behind or needing increased academically challenging curriculum and activities.

Lesson 2 - How Effective Teachers Plan I - This lesson teaches how to make content meaningful by using brain-compatible instructional strategies as tools for adapting instruction.

Objectives:

- Using the central concepts, tools of inquiry and structure of the discipline taught, create meaningful learning experiences

- Adapt instruction for individual needs, using knowledge of learning modes and styles and multiple intelligences
- Explain the connection between block scheduling and brain research.
- Align activities, materials and resources with learning goals.
- Compare and contrast performance-based and problem-based learning.
- Create a four-phase lesson plan that aligns with curriculum and learning goals.
- Make learning goals and instructional procedures clear to students.

Reading Assignment:

Posting learning goals is important in keeping students and teachers focused. Lesson plans need to include objectives, content, and assessments and all must be in sync. Lesson plans are not meant to be followed lock step – teachers need to embed their own experiences, updated information, audio/video enhancements, etc., and they need to adjust to the class. The process in the lesson plan should be a guide. What is important is the goals set are met and assessed and the students are engaged and excited. To meet those goals, the procedures used must be clear to the students. The learning objective or goal is what students will learn and the learning activities are how they will learn. It is very important that they understand the classroom activities are intended to help them meet the lesson objectives. Learning plans will help them to own their learning and to understand how all of the lesson components fit together. When constructing a lesson plan, it is a good idea to include a student learning plan for students to follow. In your lessons ensure you consider the developmental stages of your various students and ensure you have something in each lesson to engage them. It is not important to include all domains in each lesson (cognitive, affective, psychomotor), but do include as many learning styles and intelligences as possible. Follow the guidance provided by your state, district, national program, etc. in your lesson development ensuring the lesson plans, content, activities, and assessments are aligned.

<https://web.uri.edu/teach/learning-goals/>

<http://depts.washington.edu/learning/>

<https://www.youtube.com/watch?v=wLUQ2phoqtU>

<https://www.youtube.com/watch?v=1-SvuFIQjK8>



Smart Goals

- Specific
- Measurable
- Achievable
- Realistic
- Timely

Writing Effective Learning Goals

- State what students should learn over the course of a unit
- Derived from the content standards
- Broken down into Declarative and Procedural Knowledge
- Students will understand X
- Students will be able to Y

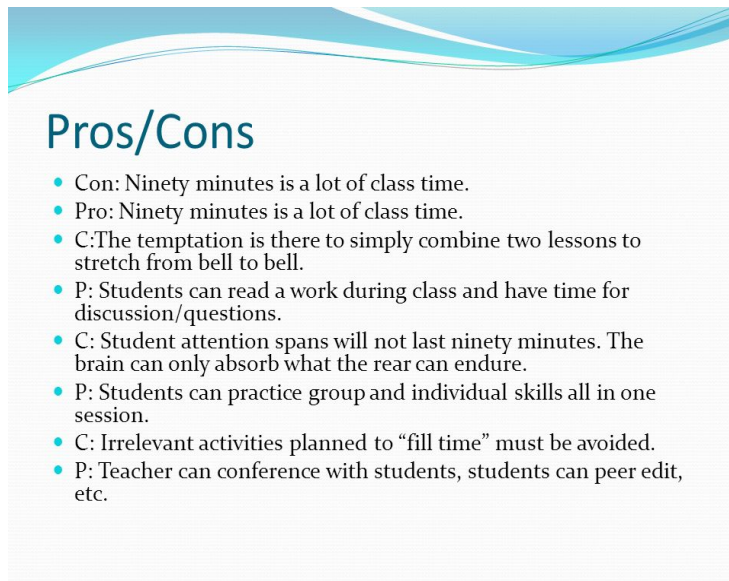


Block scheduling allows time for the complete learning cycle to take place. Students can become engaged and interested in what they will learn if the teacher takes the time to ask them what they know already about the content and what they would like to know. This time respects what the students already bring to the subject and provides an opportunity for them to think about what else they would like to know. Then the teacher can provide content in a mini-lecture, film, or other medium in a small chunk that students can absorb. Then students need to do something with the information. In performance-based learning they can demonstrate what they learned and in problem-based learning they can use the information to solve a problem. This teaching method and the activities students engage in help meet learning goals because students internalize the content when they actually need to use it.

<https://vittana.org/13-block-scheduling-pros-and-cons>

<https://greengarageblog.org/6-pros-and-cons-of-block-scheduling>

<https://www.youtube.com/watch?v=7cUM4nUSazU>



Pros/Cons

- Con: Ninety minutes is a lot of class time.
- Pro: Ninety minutes is a lot of class time.
- C: The temptation is there to simply combine two lessons to stretch from bell to bell.
- P: Students can read a work during class and have time for discussion/questions.
- C: Student attention spans will not last ninety minutes. The brain can only absorb what the rear can endure.
- P: Students can practice group and individual skills all in one session.
- C: Irrelevant activities planned to “fill time” must be avoided.
- P: Teacher can conference with students, students can peer edit, etc.

<https://www.edutopia.org/how-use-performance-based-learning-classroom>

<https://www.thoughtco.com/ideas-for-performance-based-activities-7686>

PERFORMANCE-BASED LEARNING

- Learning in an environment where the student is expected to be aware of competencies that are important for them to attain and the extent to which their learning experiences are meeting those expectations. Demonstration of student learning outcomes is also important to communicate to employers or the general public to show what students know and are able to do.

<http://www.spcc.edu/about-spcc/learning-college/775-learning-college-language-definitions.html>

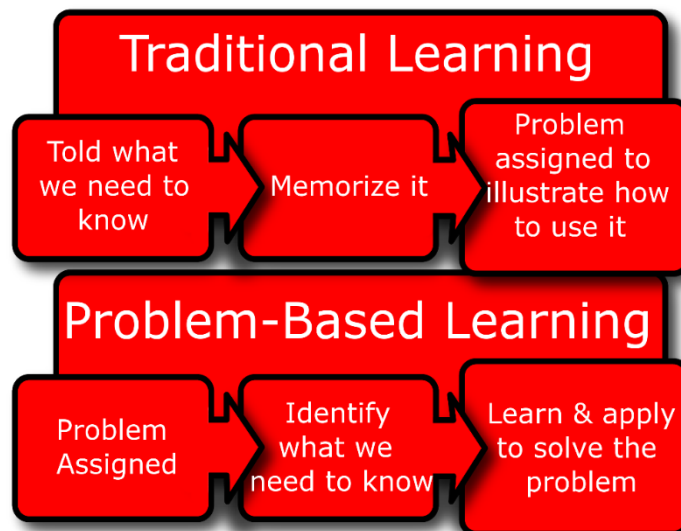
Traditional vs. Performance-Based

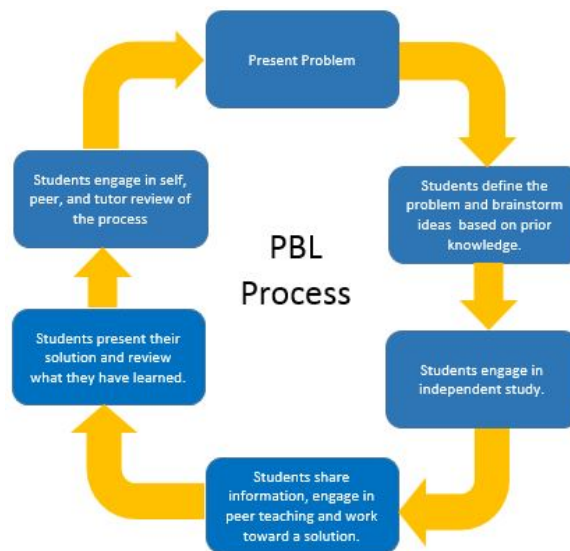
Traditional (Time-based Learning)	Performance-based Learning
<ul style="list-style-type: none"> ▪ Movement based on time ▪ Learning happens only in the classroom ▪ Driven by textbooks ▪ Teacher-centered decision making ▪ Focus on learning basic skills in different subject areas ▪ Teacher is the only judge of quality student work ▪ Prepares learners for industrial-age jobs 	<ul style="list-style-type: none"> ▪ Movement based on performance ▪ Learning takes place anytime, any where ▪ Driven by needs of learners ▪ Learner-centered decision making ▪ Focus on critical thinking and problem-solving skills across content areas ▪ Self, peers, teachers, administrators, other stakeholders judge student work ▪ Prepares learners for 21st century jobs

<https://www.facultyfocus.com/articles/course-design-ideas/problem-based-learning-six-steps-to-design-implement-and-assess/>

https://www.youtube.com/watch?v=J63e_YSntuo

<https://www.youtube.com/watch?v=e8JXwfv-xy0>





(Source: <http://www.slideshare.net/kategukeisen/problem-based-learning-basics>)

Lesson 3 - How Effective Teachers Plan II - This lesson discusses various decision-making styles and time management skills. This lesson teaches how to complete an integrated thematic unit of instruction.

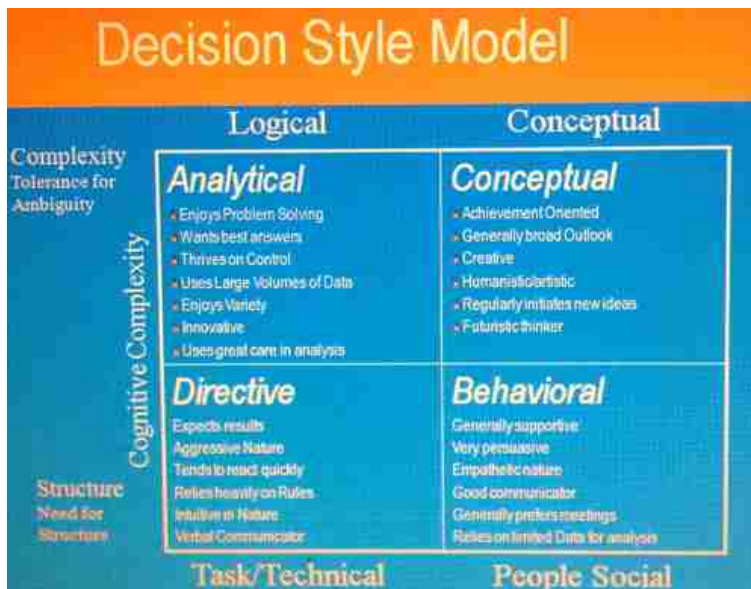
Objectives:

- Understand decision-making styles
- Apply personal time management skills to organize and effectively manage classroom instructional time
- Complete an integrated thematic unit of instruction with at least three sequential lesson plans

Reading Assignment:

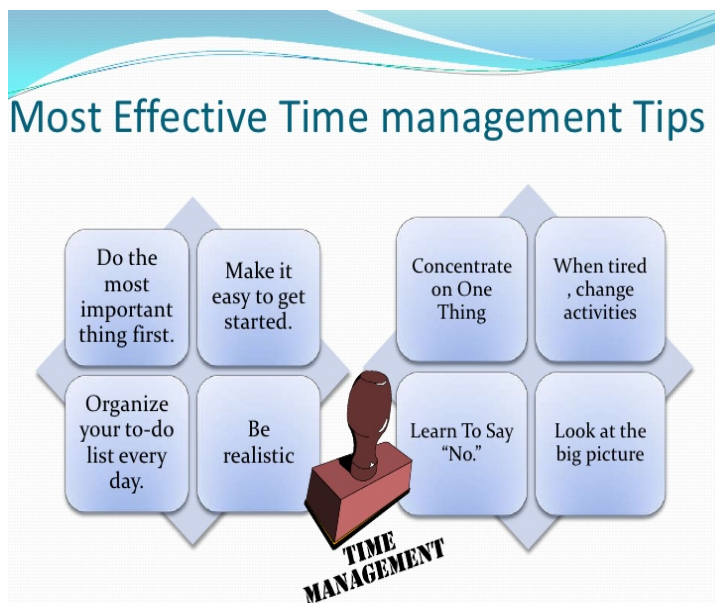
Thought must be given when planning a lesson as to how to bring out decision-making styles and personal time management skills. Certainly, well-placed questions will help students discover and use styles and skills. Also, leaving time in the lesson plan for side discussions when students ask questions is important to foster decision-making skills. Taking advantage of teachable moments is key to good teaching. On the other hand, though it is very important to "go with the flow" it is also imperative to stick to a plan and to be cognizant of the best use of the time available. Audience response systems can help teachers stay on track. They can also help to check for understanding, to see who is tracking and who is not, and to modify instruction accordingly. The immediate formative assessment that response systems provide help teachers to decide whether to continue on or to backup and re-engage.

<https://education.alberta.ca/media/482311/is.pdf>



<https://www.careerfaqs.com.au/news/news-and-views/11-top-tips-for-effective-time-management>

<https://www.youtube.com/watch?v=a1RH1-oULho>



<https://busyteacher.org/3753-how-to-write-a-lesson-plan-5-secrets.html>

<https://www.youtube.com/watch?v=1TrBljhFvG4>

Lesson Plan

Name/Grade/Subject

Objectives/Goals

Anticipatory Set

Direct Instruction

Guided Practice

Closure

Independent Practice

Required Materials

Assessment

Lesson 4 - Selecting Effective Instructional Strategies - This lesson compares both direct and indirect instruction, discusses the “learning experiences” ladder, analyzes different levels of learning experiences, and evaluates the usefulness of instructional strategies in addressing the four student communication preferences.

Objectives:

- Compare and contrast direct and indirect instruction
- Explain the "learning experiences" ladder
- Analyze the application of different levels of learning experiences in your own teaching
- Evaluate the usefulness of instructional strategies in addressing Planner, Builder, Relater, and Adventurer student communication preferences

Reading Assignment:

In many classrooms, teachers are still lecturing and trying to cover as much content as possible. Granted some students can learn material in this fashion and some elite schools and many colleges and universities where those students are enrolled continue to be successful using this traditional method. In public schools where educators need to teach diverse students, this delivery structure is not practical (though so many still cling to the idea that children’s brains are but empty vessels they need to fill).

Student-centered instructional strategies include cooperative learning, curriculum mapping, graphic organizers, and curricular frameworks or models. Jigsawing, a popular cooperative learning strategy, breaks the material into parts where students, often in pairs or groups, process and present it to the rest of the class. Curriculum mapping occurs when teachers work together to integrate curriculum across disciplines such as when students are learning about the Civil War in their Social Studies class, they are writing about their reflections of it in English class and doing

something related to it in math, PE, and other subjects. Brain compatible, student-centered learning is reinforced with such integration and students begin to grasp concepts when curriculum is purposefully structured. Different frameworks include project and problem-based learning, service learning, thematic units, and case studies.

The learning experiences ladder indicates that the most effective way to teach is through direct experience; however, that option is not always practical (Step 1, Direct Experiences, e.g. designing an agenda for an event, visiting and experiencing the event, and writing about the event). This step engages all of the senses and can involve multiple subject areas. The least effective way to teach is to talk about a subject. (Step 5, Verbal Experiences that involve only one sense). The steps in-between can help to enhance learning when a direct experience is not possible. Step 4, Simulated Experiences, is the next best thing to a direct experience. It includes classroom activities like role playing, debates, and experiments, often applying to more than one subject area. Just as in a Direct Experience, students actually apply what they have learned. Step 3, Vicarious Experiences, can be effective as well. They involve applying learning by interactive with computer programs, watching videos and reflecting on them, or viewing a debate and reporting on its effectiveness. Step 2, Visual Experiences, engages one sense and involves viewing slide presentations, listening to a guest speaker, or viewing drawings or photographs. Note the Learning Ladder Concept started with Charles Hoban in 1937 and has been modified and used by many authors since Kellough & Kellough, 2000). Explore the links below for further understanding.

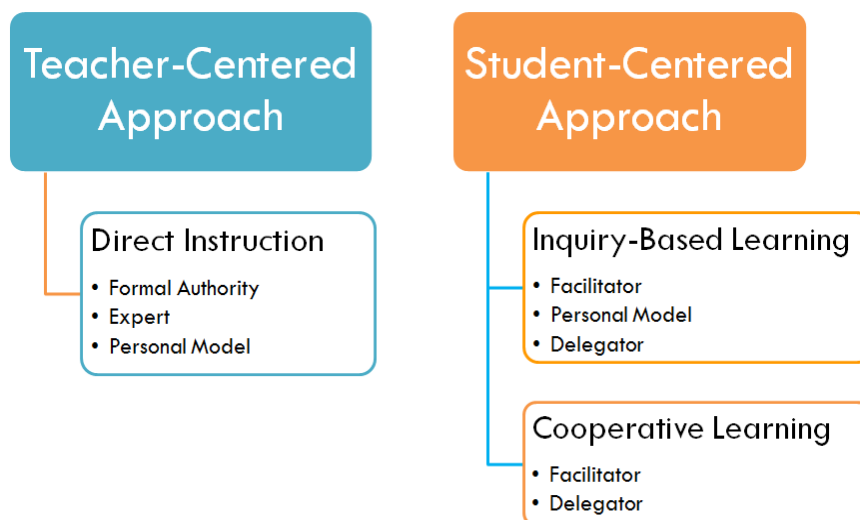
<https://study.com/academy/lesson/teacher-centered-classroom-characteristics-management.html>

<https://knowledgeworks.org/resources/learner-centered-learning/>

<https://www.shmoop.com/teachers/teaching-learning-styles/teaching-styles/teacher-centered-vs-student-centered.html>

<https://www.youtube.com/watch?v=bD65cmGKab8>

<https://www.youtube.com/watch?v=0f4GF4S86dQ>



Teacher-Centered

- Advantages

- Teacher controls content, time, activity
- A lot of material can be *covered*
- Easy to plan

- Disadvantages

- Inefficient for many learners
- Low motivation
- Limited opportunities to check progress



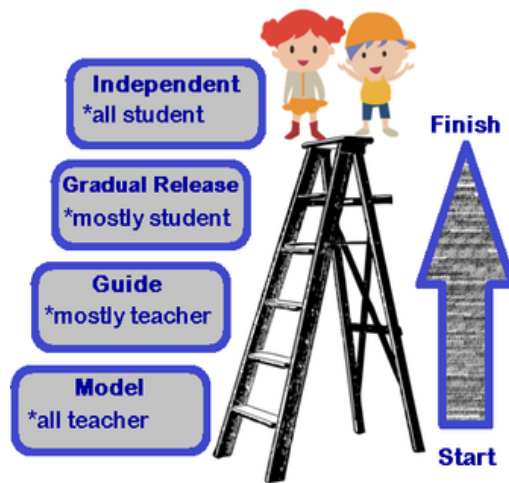
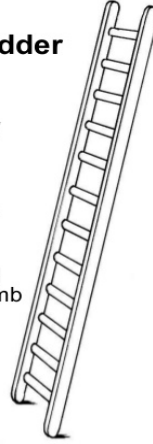
Student- Centered Instructional Strategies

- Using the proper approach for the situation at hand is essential in teaching.
- Teacher-centered instruction – Mini-lecture
- Student-centered instruction – Group activities
- Teachers must accept the idea that learning is an active process – not only acquisition of information
- Use a variety of techniques to maximize the learning process

<https://www.youtube.com/watch?v=r1eGazT3bTU>

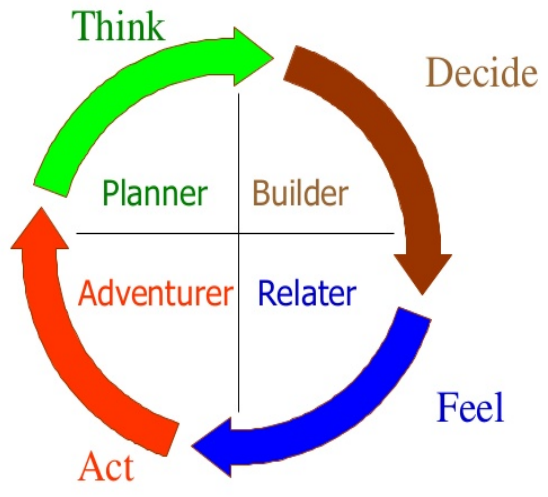
Using a Learning ladder

- Difficult Developmental tasks can be broken down into introductory mastery tasks, followed by a simpler developmental task.
- The mastery tasks should prepare the student for the developmental task.
- In this way Bloom's Taxonomy is used as a ladder allowing all students to climb to success.



Planners prefer to work alone and work with numbers or create something. Jane leans toward a planner communication style. If she has to work in a group, she prefers to have the duty of note taking and keeping the details straight. John is also a planner and his preference is to devise a creative way to present the final product. Eric prefers a builder communication style and wants to be in charge directing the action. Jennifer prefers relator behaviors and she enjoys working in a group and takes the time to ensure everyone is working well together and develops a great team spirit. Sally, the adventurer, would rather be doing just about anything else, but if she can make the project fun, she is happy. What strategies would you use to engage each of them in your class?

The four parts of me



Communicating With a Planner

- Take a thoughtful approach.
- Practice patience.
- Be calm.



Communicating with an Adventurer

- *Speak to the here and now.*
- *Be flexible.*
- *Create results -oriented action.*
- *Check and make sure they are in a lead role on any occasion possible.*



https://www.gotoquiz.com/which_winning_color_are_you

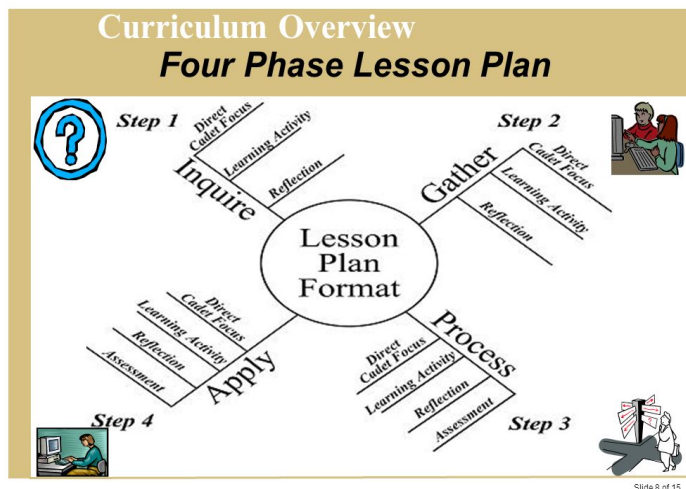
Lesson 5 - Implementing Effective Instructional Strategies I - This lesson discusses the importance of both teachers' and students' questions in the classroom, describes the 8 levels of cognitive questions, and the 3 levels of thinking and questioning.

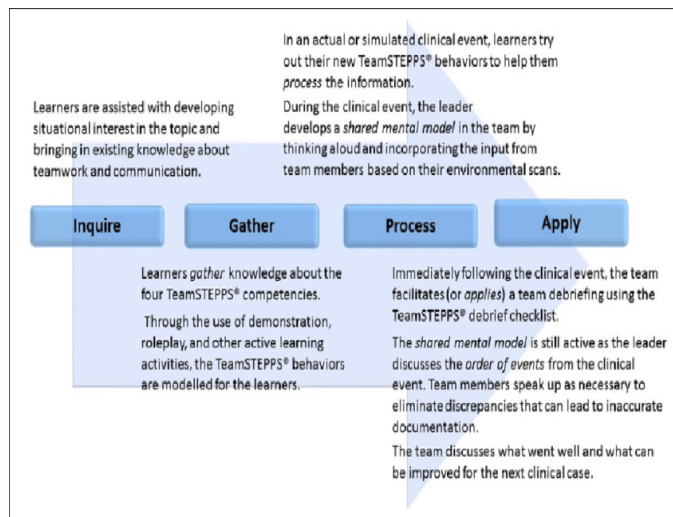
Objectives:

- Demonstrate an understanding of four-phase lesson and unit design
- Design lesson plans to address multiple intelligences
- Demonstrate an understanding of indirect, student-centered instruction and four-phase instructional strategies

Reading Assignment:

A four-phase lesson plan starts out with an inquire phase to ask what students already know about a subject (respecting what they bring to the discussion) and to spur their interest in it. Students who have blue or relater communication preferences are attracted to this phase that incorporates indirect, student-centered instruction and includes interpersonal interactions and verbal-linguistic modalities. The gather phase uses a direct teacher-centered approach usually in the form of a lecture or some other way to deliver content. This type of teaching is good when it is important to provide information the students will need to learn and use. Brown or Builder communication preferences are attracted to this phase that often includes logical-mathematical, verbal-linguistic, visual-spatial, and interpersonal modalities and auditory or visual learning styles. Planner or green communication preferences are attracted to the process phase that incorporates indirect, student-centered instruction and includes interpersonal interactions and verbal-linguistic modalities. In this phase, students often work in groups to practice the information they just learned. It can include any of the multiple intelligences as their activity may include music, painting, drawing, walking in nature or using their bodies. The apply phase is where they apply the information in a different context after they have practiced it. Since this is the “doing” phase, adventurer or red styles are attracted to it. All of the phases except for the gather phase involve indirect teaching and kinesthetic learning styles. The indirect teaching phases can also include auditory and visual styles. The inquire phases respects what students bring to the class. Before just diving into the content, teachers should ask students what their experiences and interests are. This practice does not mean teachers will change what you are about to teach, but it gives them some anchors to relate the new information back to, and it allows them the opportunity to provide examples that coincide with student interests. Of course, keeping the gather phase short and checking to make sure students grasped the information is important, but that phase is often the least interesting because it is providing information. Whatever teachers can do to make the gather phase interesting and engaging could determine how the rest of the class goes!





Unit
3 Foundations for Success
Delivering Instruction
(5 of 5)

4 Phase Lesson Plan

- Inquire – What?
 - What do students know about the lesson content?
 - What experiences have students had?
 - What do others know?
- Gather – So what?
 - So what else do student need to know?
 - So what are the important ideas, knowledge, and skills needed?
- Process – Now what?
 - Now what can students do to remember this information?
 - Now what activities will clarify the concepts and ensure student learning and understanding?
- Apply – What else?
 - What else can students do with the information and skills?
 - What else is related to what students are learning or experiencing in their daily lives?

Chapter 12: Teaching Skills

Visual 1: Delivering Instruction

Lesson 3: Delivering Instruction

What makes an excellent lesson?

- Engaged and inspired.
- Stimulate pupil curiosity & starters that requires thinking skills.
- Have good variety of learning tasks between lessons and ones that cater for the variety of learning.
- Selection of questioning.
- Pupil choice.
- Regular verbal feedback including strengths and areas for improvement.
- Learning is relevant and challenges the students.
- Student participation in lessons.
- Positive relationships with students.
- Group work.
- Encouragement & clear goals.
- Lessons that are well focused.
- Clear expectations.
- Seeing an end result.

http://www.morganparkcps.org/ourpages/auto/2011/12/4/55490303/U3C12L2A0_Text.pdf

http://www.teachertechnologies.com/the_four_part_lesson/

States, districts, national programs, and sometimes local schools require a lesson plan format. The format should reflect at least four different phases. Phase 1 should get students' attention and present questions to help them relate prior knowledge to the content you are about to present. Phase 2 will be the presentation of the lesson content. It can be a lecture, a video, or self-directed study. Phase 3 should include activities where students can practice with the information provided. Phase 4 will include some way for students to apply the information they learned and practiced in a different scenario. Any draft of a lesson plan should include not only goals, objectives, and assessments, but also four or more phases resembling the above.

Lesson 6 - Implementing Effective Instructional Strategies II - This lesson discusses the four-phase lesson plan and unit design, describes how to design lesson plans to address multiple intelligences, and compares multiple instructional strategies.

Objectives:

- Demonstrate developing skill in the use of questioning for teaching and learning
- Describe the 8 levels of cognitive questions
- Describe the 3 levels of thinking/questioning
- Explain the value and use of students' questions
- Identify categories of purposes for which questioning can be used as an instructional strategy

Reading Assignment:

- As you work through the Drive Strength module, consider the connections between student motivation and the quality of your questioning strategies in the classroom.

A teacher can motivate shy or reticent students using questioning techniques. Many times, these students know the answers, but they are reluctant to speak out. Plus, many need time to respond. Allowing response time (counting slowly to 7) motivates more students to participate as it allows them time to put their thoughts together. Using response systems can be helpful as every student is expected to click in the answer so "no child can hide." Starting out by asking non-threatening questions helps students to "warm up." Also, establishing classroom policies where students show respect to each other takes away some of the anxiety about being on stage. Review the links below to gain understanding about questioning. You will find the youtube presentations very helpful.

<http://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/questioning-strategies>

<https://classteaching.wordpress.com/2017/01/19/the-importance-of-questioning/>

<https://www.teachingchannel.org/video/questioning-in-the-classroom>

<https://www.teachingchannel.org/video/structuring-questioning-in-classroom>

<https://www.youtube.com/watch?v=BGBLMdXnTmo>

<https://www.youtube.com/watch?v=dJ6o02BssDI>

QUESTIONING MATRIX

	Event	Situation	Choice	Person	Reason	Means
Present	What is?	Where/ when is?	Which is?	Who is?	Why is?	How is?
Past	What did?	Where/ when did?	Which did?	Who did?	Why did?	How did?
Possibility	What can?	Where/ when can?	Which can?	Who can?	Why can?	How can?
Probability	What would?	Where/ when would?	Which would?	Who would?	Why would?	How would?
Prediction	What will?	Where/ when will?	Which will?	Who will?	Why will?	How will?
Imagination	What might?	Where/ when might?	Which might?	Who might?	Why might?	How might?



https://www.marzanoresearch.com/resources/tips/qsc_tips_archive

<https://www.youtube.com/watch?v=0eIG3P96GmY>

Lesson 7 - Interactive Teaching and Learning I - This lesson describes the meaning of mastery learning and its implications for teaching, defines collaborative learning and demonstrates how to integrate collaborative learning activities into conventional passive learning situation. This lesson reviews the guidelines for using whole-class discussion effectively and describes how a learning community is built.

Objectives:

- Describe the meaning of mastery learning and its implications for teaching

- Define collaborative learning
- Integrate collaborative learning activities into conventional passive learning situations
- Review the guidelines for using the whole-class discussion effectively
- Demonstrate an understanding of how a learning community is built

Reading Assignment:

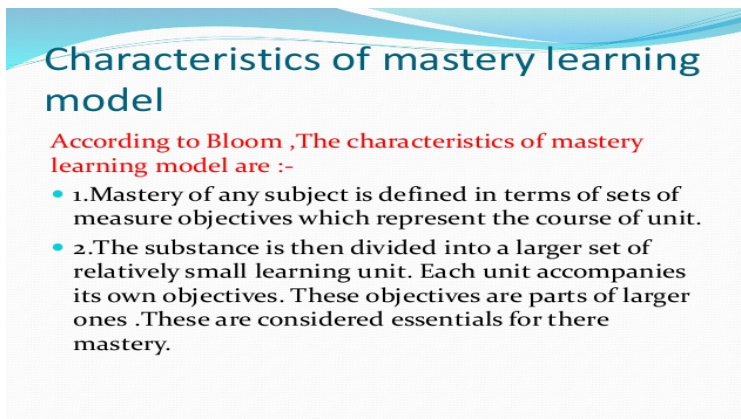
- The lesson plan needs clearly defined objectives, pre-assessments (such as the inquire phase where students discuss what they know and want to learn), options students can choose to learn (gather) and practice (process) the material, frequent formative assessments and corrective instruction (response systems are perfect for this part), and an assessment to see if the student has mastered the material and is able to apply it (apply).

<https://www.bookwidgets.com/blog/2017/03/what-is-mastery-learning-a-different-approach-to-learning>

https://www.youtube.com/watch?v=l83Rgrjn_Lk

<https://www.youtube.com/watch?v=H3EaJLGD7Z8>

<https://www.youtube.com/watch?v=DbiCNpNSS-E>



Characteristics of mastery learning model

According to Bloom ,The characteristics of mastery learning model are :-

- 1.Mastery of any subject is defined in terms of sets of measure objectives which represent the course of unit.
- 2.The substance is then divided into a larger set of relatively small learning unit. Each unit accompanies its own objectives. These objectives are parts of larger ones .These are considered essentials for there mastery.

MASTERY LEARNING

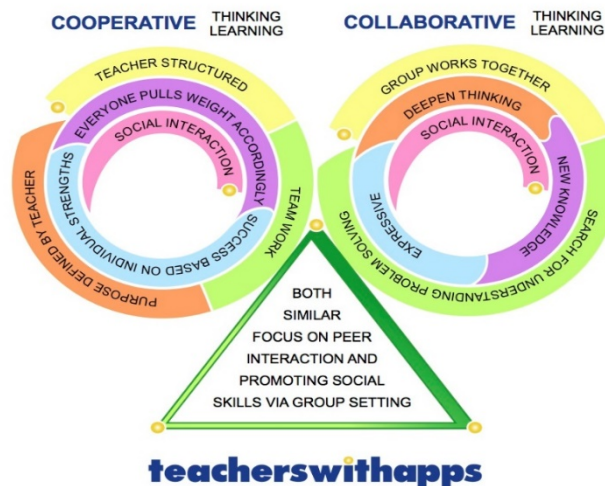
The skill programs offered as The Mastery Learning is based on the philosophy that all children can become achievers if taught at a level of their own proficiency, and encouraged to progress at a rate of their ability to master clearly defined units of learning. Mastery learning proposes that all children can learn when provided with the appropriate learning conditions in the classroom.

<https://teaching.cornell.edu/teaching-resources/engaging-students/collaborative-learning>

<https://www.teachingchannel.org/video/collaborative-learning-strategy>

<https://www.facultyfocus.com/articles/course-design-ideas/group-vs-collaborative-learning-knowing-difference-makes-difference/>

<https://www.youtube.com/watch?v=SukuOrnCnE>



20 COLLABORATIVE LEARNING TIPS AND STRATEGIES FOR TEACHERS

teachthought



Lesson 8 - Interactive Teaching and Learning II - This lesson demonstrates the use of “teacher talk” to keep students engaged during learning and how to help students learn to think and behave intelligently. This lesson discusses the teacher’s role as an “empathic listener” in the classroom, ways of integrating strategies for integrated learning. This lesson also discusses ways of using various media in the classroom and guidelines governing copyright and fair use.

Objectives:

- Demonstrate developing skill in the use of questioning for teaching and learning
- Describe the 8 levels of cognitive questions
- Describe the 3 levels of thinking/questioning
- Explain the value and use of students' questions
- Identify categories of purposes for which questioning can be used as an instructional strategy

Reading Assignment:

Keeping students’ attention (engagement) is a necessity for effective instruction. There are a number of strategies that can be effectively used to keep students engaged. Check out the links below.

<https://globaldigitalcitizen.org/7-ways-keep-students-attention>

<https://www.edutopia.org/classroom-student-participation-tips>

<https://www.youtube.com/watch?v=wnJOLgtdst0>


<https://www.youtube.com/watch?v=2IB7a-OBfcw>

<https://www.youtube.com/watch?v=-vpqMJNYEEo>

<https://www.youtube.com/watch?v=TjADkTe5upA>

5 Strategies To Keep Students From Turning Off Their Brains

1. Use indirect signals rather than 'telling'
2. Make sure all students respond in some way
3. Protect students from fear (e.g., of mistakes or failure)
4. Resist placing students 'on the spot' (unless responding 'on the spot' is what you're assessing)
5. Promote curiosity not as a thing, but the thing



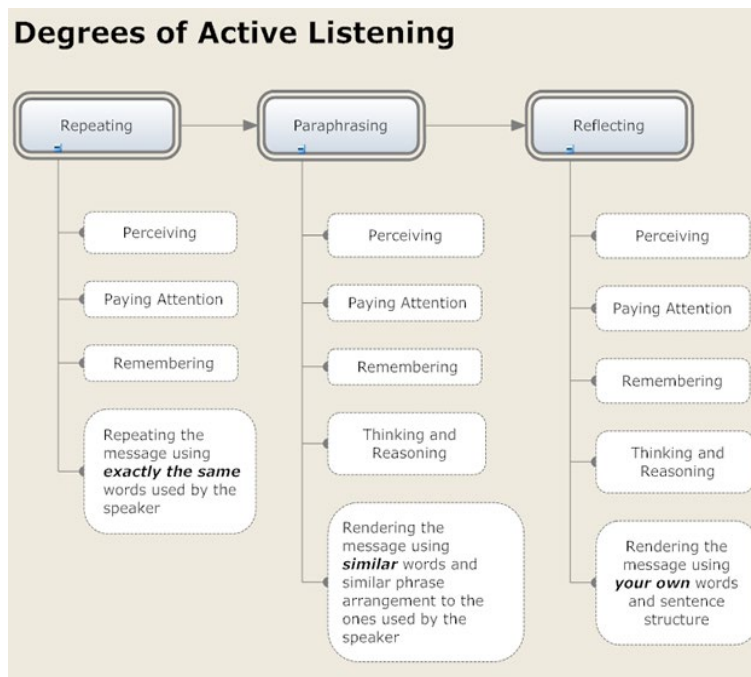
TeachThought.com

Teachers need to be good listeners. Specifically, empathetic listeners.

<https://www.lifehack.org/articles/communication/5-tips-for-empathetic-listening.html>

<https://www.crisisprevention.com/Blog/October-2016/7-Tips-for-Empathic-Listening>

<https://www.youtube.com/watch?v=99QI1yZzRyY>

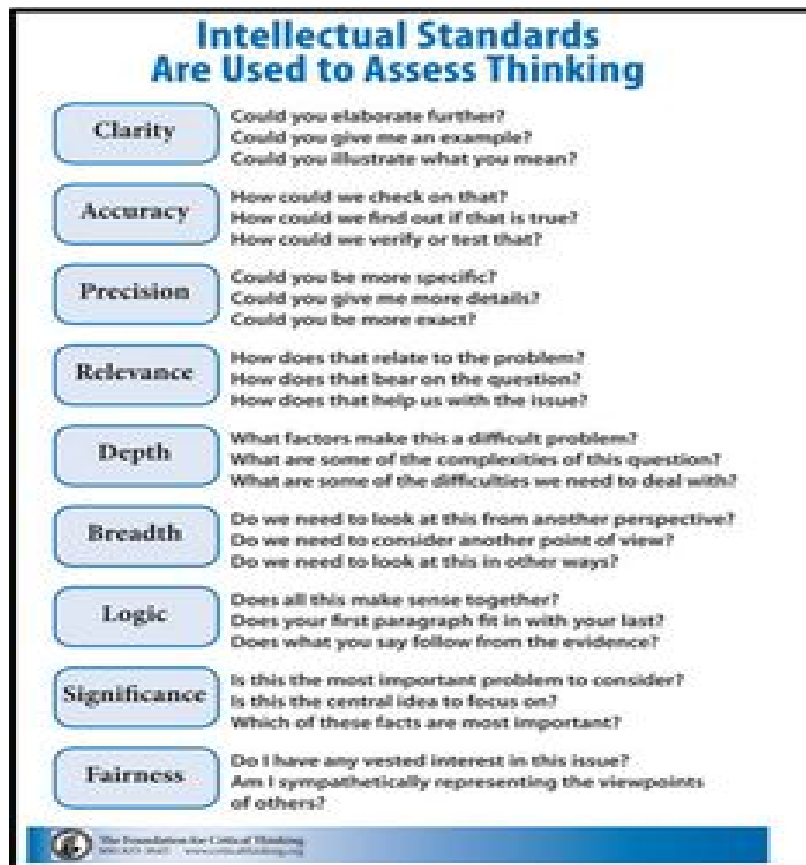




Anything teachers can do to promote intelligent thinking and behavior in their students will enhance learning.

<https://thesystemsthinker.com/habits-of-mind-strategies-for-disciplined-choice-making/>

<https://www.youtube.com/watch?v=TEJeAEhARbM>



It is perfectly fine to refer students to lessons and discussions on YouTube, TED talks, or other media. It is also okay to use videos and other materials in the classroom. The copyright and fair use laws allow referral to and use of media in the public domain in a classroom. If, however, you are developing lesson plans for others to use, especially in commercial products, it is imperative to seek permission to embed any media. In YouTube the standard YouTube license requires that you obtain this permission. An explanation of the Creative Commons license is at: <https://www.youtube.com/watch?v=8YkbeycRa2A>. Ironically, the presentation is protected by a standard YouTube license!

Lesson 9 - Assessing Student Achievement - This lesson discusses both formal and informal assessment techniques, explains how rubrics, checklists, portfolios, and journals are used to measure learning, and demonstrates how to design and assess rubric charts.

Objectives:

- Demonstrate an understanding of formal and informal assessment techniques
- Explain how rubrics, checklists, portfolios, and journals are used to measure learning
- Design and assess rubric charts

Reading Assignment:

The two main types of assessment are formative and summative. Formative is used to check for understanding as you are teaching to see if you need to back up and reteach or address content in

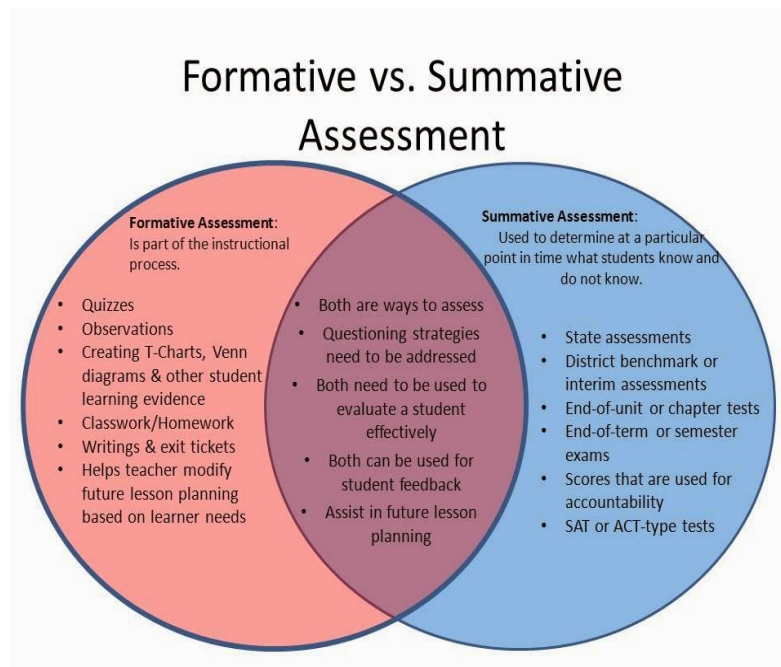
some other way. Response systems are an excellent way of conducting this check quickly and seeing who is grasping the content and who is not. Summative assessment usually occurs after students have been taught a lesson. They need to demonstrate their learning in writing or performing – completing projects or taking tests. Rubrics are a great way to judge the quality of the learning. Other types of assessment include conferences, observation checklists, and graphic organizers. Portfolios are an excellent way of assessing learning and experiences.

Building personal portfolios can help students with job interviews and college conferences.

<https://ctl.yale.edu/Formative-Summative-Assessments>

<https://www.bookwidgets.com/blog/2017/04/the-differences-between-formative-and-summative-assessment-infographic>

<https://www.youtube.com/watch?v=bTGnJnuVNt8>



Knowing what the students know or can do (assessment) is essential information that teachers need. There are multiple ways that the assessment can be accomplished.

<https://inside.trinity.edu/collaborative/resources/student-learning-materials/formative-evaluation-student-learning/classroom>

<https://www.youtube.com/watch?v=hKhVwEEEdG5M>

10 Assessments You Can Perform In 90 Seconds

New Clothes

Take a given topic—thesis statements, push-pull factors, etc.—& describe how it can be used in some way other than how you've been taught

Dos and Don'ts

List 3 Dos and 3 Don'ts when using, applying, relating to the content.

3 Common Misunderstandings

List what you think might be the three most common misunderstandings of a given topic or idea based on an audience of your peers.

Yes/No Chart

List what you do and don't understand about a given topic—what you do on the left, what you don't on the right, but you overly-vague responses don't count. Specificity matters!

3 Questions

Ask 3 questions about the topic, then rank them in terms of their importance/value.

Explain What Matters

Explain the most critical part of a given topic to a self-selected audience (must clarify) in two or fewer sentences. (Audience can be anyone!)

Big Picture

Diagram the context--where does it fit in and how does it function in its natural "bigger picture." This is good for abstract or right-brain thinkers.

Venn Diagram

Compare/Contrast a given topic to a tangent topic (e.g., the water cycle to distillation, symbolism to allusion, etc.)

Draw It

Draw what you do understand, and what's still murky.

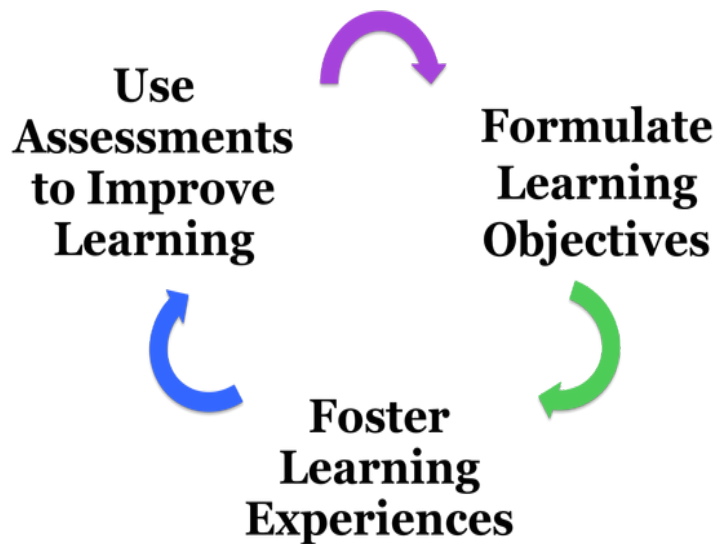
Self-Directed Response

Prove to me you understand in diagram, written, or related form in a way that a stranger would understand.



Portfolio assessment is one of the several authentic and non-traditional assessment techniques in education.

The use of portfolio assessment that became popular in the early to late 1980's in response to the growing clamor for more "reasonable" and authentic means of assessing students' growth and development in school.



© Vicki Snyman 2015

Rubrics are useful tools for measuring students' performance. They are also useful for clearly stating expectations. There are a number of rubric building websites that can be useful.

<http://www.ascd.org/publications/newsletters/education-update/aug13/vol55/num08/Guidelines-for-Creating-Rubrics.aspx>

<https://www.youtube.com/watch?v=vfRP9HGVHGo>

<https://www.youtube.com/watch?v=hKhVwEEedG5M>

Example Grading Rubric

Criterion	Below Standard	Meets Standards	Exceeds Standards	Numeric Grade
Insight	A summary or contains little to no analysis 0-15 pts	Contains a decent analysis 16-20 pts	Contains an in-depth and well-written analysis 21-25 pts	22
Originality	None or only minimal original thoughts included 0-15 pts	Includes original thoughts 16-20 pts	Includes original and well-reasoned thoughts 21-25 pts	18
Length	In required format, is below 15 pages (-1 for each below) 0-15 pts	Meets required format and length 20 pts	Exceeds required length without any fluff 25 pts	25
Grammar and Spelling	Contains many grammar and spelling errors (-2 for each) 0-15 pts	Contains less than 5 minor spelling and grammar errors 20 pts	Contains less than 2 minor spelling and grammar errors. 25 pts	20
Feedback	Feedback goes here	Feedback goes here	Feedback goes here	Total Grade = 85

Create Rubric Wizard (Step 2 of 3): Achievement Levels and Criteria

To Edit Achievement and Criterion text, click within an appropriate cell. To Edit Criterion weighting, labels, or standard/objective alignment click within one of the Criteria cells. To Edit Achievement labels or Objective percentages click with one of the Achievement Label cells. To insert, delete, or move a row or a column select the arrow icon corresponding to a row or column.

Criteria	Achievement Level			
	Achievement Level 1 (0%)	Achievement Level 2 (33%)	Achievement Level 3 (67%)	Achievement Level 4 (100%)
Criteria 1 (25% Weighting)	0 percent	0.25 percent	0.75 percent	25 percent
Criteria 2 (25% Weighting)	0 percent	0.25 percent	0.75 percent	25 percent
Criteria 3 (25% Weighting)	0 percent	0.25 percent	0.75 percent	25 percent
Criteria 4 (25% Weighting)	0 percent	0.25 percent	0.75 percent	25 percent

Previous Step Next Step Cancel

Lesson 10 - Professional Development - This lesson describes how to develop a professional portfolio, discusses a range of effective strategies for ongoing professional development, and explains micro-peer teaching exercises.

Objectives:

- Develop a professional portfolio
- Demonstrate an understanding of a range of effective strategies for ongoing professional development
- Develop an understanding of micro-peer teaching exercises

Reading Assignment:

Professional development includes webinars, conferences, etc. Professional development can be VERY boring. It is imperative to learn new strategies, however; not just to know them, but to be able to apply them. It is not enough for educators to know about learning modes, learning styles, multiple intelligences, etc., they have to know how to incorporate them in their lessons. That requires practicing teaching with them in mind and to continue to hone skills and refresh learning with professional development.

<https://online.queens.edu/online-programs/medl/resources/professional-development-for-educators>

<https://www.whitbyschool.org/passionforlearning/4-reasons-teacher-development-matters>

<https://www.youtube.com/watch?v=TH6BpP21Cuc>

<https://www.youtube.com/watch?v=mG7fXp5BmOE>

Guiding Principles for Teacher Professional Development

➔ Teachers need time to tinker, play, and experiment with instructional materials and resources.

➔ Scaffolding and increasing complexity should be a strong component of the professional development process.

➔ Teachers need to be offered lots of instructional resources so they can tailor their PD learning to their own teaching environments.

➔ Intentional and active reflection and goal setting should be included to increase the chances of transfer of learning.



Jackie Gerstein - User Generated Education

Need and importance of professional development programmes

- Explore, reflect on and develop one's own practice.
- Update about one's academic discipline.
- Research and reflect on learners and their education.
- Understand and update oneself on educational and social issues.
- Prepare for other roles professionally linked to education/teaching.
- Break out of intellectual isolation and share experiences

Three ways a professional portfolio differs from a resume or a curriculum vita.

<https://www.ihire.com/careeradvice/pages/how-to-craft-a-professional-portfolio>

<https://www.youtube.com/watch?v=1sv3HA0A5ag>

Organising your portfolio

- Personal Education Philosophy
- Educational Goals
- Professional Knowledge
 - Teachers know their students
 - Teachers know how students learn and how to teach them effectively
 - Teachers know the content they teach
- Professional Practice
 - Teachers plan and assess for effective learning
 - Teachers create and maintain a safe and challenging learning environments
 - Teachers use a range of teaching practices and resources to engage students in effective learning
- Professional Engagement
 - Teacher reflect on, evaluate and improve their professional knowledge and practice
 - Teacher are active members of their profession

<https://www.jobscan.co/resume-writing-guide>

<https://www.youtube.com/watch?v=MYaXN8j7rL8>

Kelly Blackwell

324 Blackwood Street
San Antonio, TX, 78023
(210)-286-1624
kelly.blackwell@gmail.com

CAREER OBJECTIVE

Administrative Assistant with 9+ years of experience working directly for the CEO of Regions Financial, a Fortune 500 company. Possesses a Global MBA, impeccable written and verbal communication skills, and excellent interpersonal skills.

SUMMARY OF QUALIFICATIONS

- Customer Service & Relations
- Cost Efficiency and Streamlining
- Detail Oriented and Organized
- Training and Delegating

PROFESSIONAL EXPERIENCE

REGIONS FINANCIAL, Birmingham, AL

- Administrative Assistant, Aug 2012 – present
- Streamline direct office services such as departmental finances, records, budget preparation, personnel issues, and housekeeping, vastly reducing wasted time and saving \$150,000 per year in labor costs.
 - Read and analyze incoming reports and memos to determine their importance and plan their distribution across a staff of 15 people.
 - Conduct in-depth research, compile data, and prepare papers for consideration in biannual reviews presented to high-level executives and governing committees.
 - Prepare daily memos, reports, invoices, financial statements, and other documents using word processing, database, spreadsheet, or presentation software.

VIRGINIA DEPARTMENT OF SOCIAL SERVICES, Richmond, VA

- Rehabilitation Counselor, Mar 2008 – Jul 2012
- Strategized with 20+ clients to help them achieve goals, choose rehabilitation programs plans, and develop a menu of options for accessing necessary social services.
 - Trained a team of 4 interns to prepare and maintain case files and records, documenting clients' personal and eligibility information, services provided, narratives of client contacts, and relevant correspondence.
 - Developed and maintained strong relationships with community referral sources, such as schools, churches, government resource centers, and local businesses.
 - Organized a successful fundraiser, bringing in over \$20,000 for the center to make new purchases and upgrade old equipment.
 - Analyzed data from educational and medical records, interviews, professional consultations, and diagnostic evaluations to determine clients' eligibility for social services.

EDUCATION

Brown University, St. Providence, RI
Bachelor of Arts in Finance, May 2005

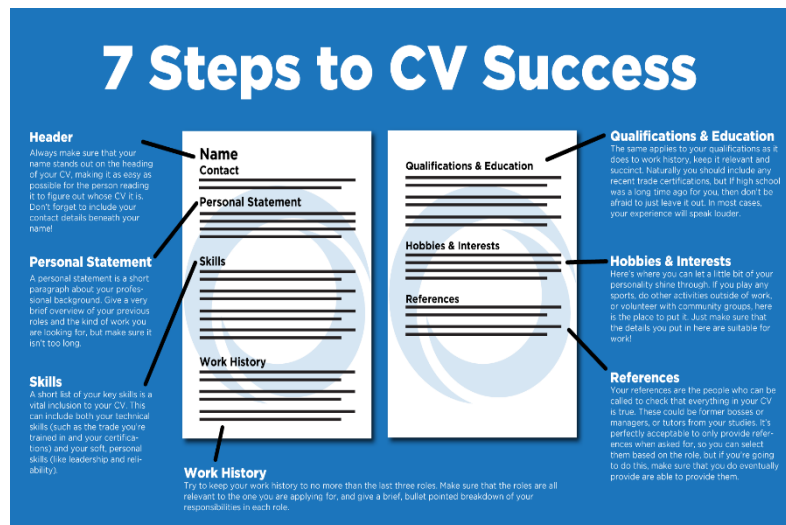
- GPA: 3.7/4.0

ADDITIONAL SKILLS

- Expert in Microsoft Office Suite and Adobe Illustrator CS5
- Bilingual in Spanish and English

324 Blackwood Street San Antonio, TX, 78023 (210)-286-1624 kelly.blackwell@gmail.com

<https://www.youtube.com/watch?v=PTbyvLGqTR4>



You may want to explore personal professional development which can be done by professional readings. Below is a list of suggested sources for personal professional development.

Acharya, P.B. (May, 2015) Emotional Intelligence and Academic Achievement of Higher Secondary School Students International Journal for Research in Education 4(4). Retrieved from: http://rajimr.com/wp-content/uploads/2015/07/2_4-7-Dr.-Paresh-Acharya.pdf

Chen, G. (June, 2017). 10 major challenges facing public schools. *Public School Review*. Retrieved from <https://www.publicschoolreview.com/blog/10-major-challenges-facing-public-schools>

Conover Company. (2016). The Personal Skills Map and Success Profiler. Retrieved from <https://www.conovercompany.com>

Huff, S. (2009). The “FIT” Model of Instruction: Using response systems to improve the quality of instructor- led classroom training. Retrieved from http://www.intlrn.com/PDFs/The_FIT_Model_of_Instruction_1-19-09.pdf

Jenaabadi, H., Shahidi, R., Elhamifar, A., Khademi, H. (August, 2015), Examine the relationship of emotional intelligence and creativity with academic achievement of second period high school students. *World Journal of Neuroscience*. 5, 275-281. Retrieved from: <http://www.scirp.org/journal/wjns> <http://dx.doi.org/10.4236/wjns.2015.54025>

Kellough, R., Kellough, N. (2000). *Secondary methods*. Pearson Custom Publishing.

Marshik, T (2015). Learning styles & the importance of critical self-reflection. Retrieved from <http://tedxtalks.ted.com/video/Learning-Styles-the-Importance>

Marzano, R.J., Pickering, D.J., Pollock, J.E. (2001). *Classroom instruction that works*. Association for Supervision and Curriculum Development.

Neilson, S. (2018). *Winning Colors*. Retrieved from www.winningcolors.com

Rice, D. M., Wilson, J., & Bennetts, A. (2018). Effectiveness of a student response system supported curriculum and a middle school leadership program. *International Journal of Conceptual Structures and Smart Applications (IJCSSA)*, 6(1), 48-62.
doi:10.4018/IJCSSA.2018010104

Rice, Donna M. (2018). The relationship of emotional intelligence to academic achievement. *National Teacher Education Journal*, 11(1), 27-32

Product Two:

Culminating Activity – Writing assignment to provide a comprehensive summary of the course.

Objectives:

- Reflect knowledge from course lessons
- Demonstrate implementation and application to classroom and program
- Demonstrate writing skills and use of APA format

Submit Paper: To Dr. Elden Daniel, Instructor of Record

Student Writing Assignment:

Please respond to the following questions/statements in one paper. Please be thorough in your discussion. Each part should contain an introduction, main body and a conclusion/summary. Be sure to include a title page, number pages and include course title. Writing tip: Be sure to use spell check and grammar check, and have someone proofread your paper before you submit it. (Your paper's combined responses should be between a minimum of ten to twelve pages in length.) *Many students find that they need to write more pages to thoroughly cover the content of the writing assignment. That is okay!*

Use the links below as content sources.

The content source links for the information required to answer the assignments is listed in each part. Feel free to research for additional sources on the topics.

Part 1. Discuss one of the following: (1-2 pages) (200 points)

a. Learning modalities

<https://msdillard.wordpress.com/2013/01/05/the-four-modalities-of-learning/>

b. Learning styles

<https://education.cu-portland.edu/blog/classroom-resources/learning-modalities-understanding-learning-styles-of-all-students/>

<https://teach.com/what/teachers-know/learning-styles/>

<https://www.youtube.com/watch?v=cuiWQtXznDs>

c. Theory of Multiple Intelligences

<https://www.edutopia.org/multiple-intelligences-research>

<http://www.ascd.org/publications/books/100006/chapters/The-Theory-of-Multiple-Intelligences.aspx>

<https://www.youtube.com/watch?v=jIGrKwdJW0o>

<https://www.youtube.com/watch?v=B5RN83zYkhk>

- d. Working with students with disabilities and/or special needs students

<https://teach.com/become/what-can-i-teach/special-education/>

<https://www.parentcenterhub.org/accommodations/>

<https://www.youtube.com/watch?v=Xh7HTEGykJE>

- e. Working with gifted students

<https://www.edutopia.org/blog/gifted-students-general-ed-classrooms-elissa-brown>

<https://www.scholastic.com/teachers/articles/teaching-content/tips-teaching-gifted-students/>

<https://www.youtube.com/watch?v=qUd25xxYf4w>

<https://www.youtube.com/watch?v=9rgoTDkH24Q>

- Part 2. Describe some content delivery structures. (chapter 3) (1-2 pages) (200 points)

<https://www.iste.org/explore/articleDetail?articleid=416>

<https://ctl.yale.edu/BackwardDesign>

<https://www.youtube.com/watch?v=oLTJGxvzdec>

<https://www.youtube.com/watch?v=u086rr7SRso>

Part 3. Discuss Gardner's Eight Intelligences (*page 5 up above*) Give illustrations of ways you can use this knowledge in your classroom instruction. (2-3 pages) (300 points)

<https://www.verywellmind.com/gardners-theory-of-multiple-intelligences-2795161>

<https://www.cornerstone.edu/blogs/lifelong-learning-matters/post/what-are-multiple-intelligences-and-how-do-they-affect-learning>

<https://www.youtube.com/watch?v=s2EdujrM0vA>

<https://www.youtube.com/watch?v=l2QtSbP4FRg>

- Part 4. Choose one of the following: (1-3 pages) (300 points) a. Using information from the lesson sources or sources below write a lesson plan that you would use in the classroom b. Using information from the lesson sources or the sources below write an instructional unit that you would use in the classroom. c. Describe the role of questioning as an instructional technique d. Discuss teacher talk as an instructional technique

a-b.

<http://www.kean.edu/~tpc/Classroom%20Management/EFFECTIVE%20LESSON%20PLANNING%20&%20Classroom%20Mgmt.htm>

https://www.youtube.com/watch?v=XPpW9UVb_90

c.

<https://www.theconfidentteacher.com/2012/11/questioning-top-ten-strategies/>

<http://www.teachhub.com/teaching-strategies-stimulate-through-effective-questioning>

<https://www.youtube.com/watch?v=y1QVIcDsnEg>

d.

<https://www.scholastic.com/teachers/articles/teaching-content/talk-classroom/>

<https://calculate.org.au/2015/08/07/10-hints-for-turning-teacher-talk-into-student-talk/>

Part 5. Describe the assessment process you use in the classroom. Defend your rationale for using this process. (1-2 pages) (150 points)

<https://www.teachthought.com/pedagogy/20-simple-assessment-strategies-can-use-every-day/>

<https://www.utc.edu/walker-center-teaching-learning/teaching-resources/classroom-assessment-strategies.php>

<https://www.youtube.com/watch?v=-wePut0cfzA>

Return your student writing assignment, *Product Two*, and a scanned copy of your *Product One* completion certificate by email to:

Email submission:
Dr. Elden Daniel

drdaniel@gojade.org
Telephone: 719-480-2089

Students have one full semester to complete the written assignment. All papers should be in APA format. You may learn more about APA style online at www.apastyle.org or in any grammar handbook, such as: Diana Hacker's "Rules for Writers."

COURSE GRADING:

Grading will be on an A – F scale based on the thoroughness and quality of the writing assignments.

Online EXAM *Product One* Completion Certificate a must!

Grade Distribution:

EVALUATION PROCEDURES AND CRITERIA

Grading Scale

Grade	Percentage	Points
A	100-93	850 - 790
B	92-85	789 - 722
C	84-76	721 - 646
D	75-67	645 - 569
U	66 or below	568 and below
I		

Explanation of Points

Product One: Evidence of completing the lessons is the submission your certificate of completion. This score is strictly a pass option with scores of 70% or more required. Exam must be retaken for any score below 70%.

Product Two: Up to 850 Points will be awarded based on the quality and thoroughness of the responses to writing assignment prompts. Final grade will be determined as a percentage of points earned calculated on total possible points.

EVALUATION CRITERIA:

A 100 - 93 = Demonstrates a thorough understanding of course concepts and principles and provides insight into the inter-relatedness of the information. There is clear, convincing, and consistent evidence that the candidate demonstrates achievement. The evidence is comprehensive, thoughtful, and integrated.

B 85 – 92 = Displays a complete and accurate understanding of course concepts and principles. There is clear evidence that the candidate knows what to do, and does it. The evidence is specific and reasonable. However, at times the evidence may be somewhat uneven, with specific features addressed more effectively than others.

C 76 – 84 = Displays an incomplete understanding of course concepts and principles and have some notable misconceptions. There is limited evidence that the candidate knows what to do, how to do it, or when to do it.

D 67 – 75 = Demonstrates severe misconceptions about course concepts and principles. Candidate does not have a grasp of information; student cannot answer questions about the subject matter presented. There is little or no evidence that the candidate has demonstrated achievement.