



SkillBridge
Troops to Teachers
Internship

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Arizona Department of Education was awarded the Troops to Teachers Grant May 15, 2018. Continued participation and promotion of this program will afford others the opportunity to receive continued support. Additional requirements or a program of study may be required to meet state requirements.

Please visit www.azed.gov for the latest certification information.



This program operates under a grant from the Defense Activity for Non-Traditional Education Support (DANTES). The use of this logo does not imply the endorsement of DANTES or the Department of Defense.



Arizona's Troop to Teachers Challenge Coin. How do you want to be remembered? Make a difference not only now but for our future.



Challenge Coin Reverse (*in Latin*):

Through education we can overcome anything and change the world.

Suggested SkillBridge Internship Outline

Week 1 District Orientation – School board and district policy review.
Professional Responsibilities
Site Tour – Principal or designee
Mentor Teacher Introduction
SkillBridge Teacher Internship Book (*provided by ADE*)
Arizona Revised Statutes - Title 15 Education Law
Philosophy of Education
Elements of Effective Instruction
Lesson Planning
Key Terms
Supplemental Education Programs

Concurrent Optional Education Course(s):
Offered through Rio Salado Community College Online

Effective Classroom Management - or - Foundations of Special Education.

Week 2 & 3 Classroom observations
Student tutoring
Professional development (site-based meetings)

Week 4 - 6 Classroom observations from other educators
Elements of Instruction
Lesson Planning – small group
Classroom Management – focus
Student tutoring
Professional development (site-based meetings)

Week 7 – 9 Student engagement and differentiated instruction
Lesson Planning – large group
Assessing student learning – focus
Student tutoring
Professional development (site-based meetings)
Grade reporting

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Suggested SkillBridge Internship Outline - *Continued*

- Week 10 -12 State Education Standards (Required lesson objectives)
Unit Lesson Planning
Guided Instruction
Student practice & tutoring
Professional development (site-based meetings)
Develop grading rubric
- Week 13 Internee Observation
Mentor Teacher, Principal, or other designee
Participate in School/Community Event
- Week 14 -16 Semester review, students
Student practice & tutoring
Professional development (site-based meetings)
Submit internee resume to ADE for review
- Week 17 - 18 Student testing
Final grading and reporting
Exit survey, check out

*Due to uncertain events or restrictions, normal education operations may not follow a normal 90-day cycle.
Currently your district is following a condensed semester.*



Preface

As Nelson Mandela once said, “Education is the most powerful weapon which you can use to change the world.” Without education, what foundation can we expect to rely upon from each generation to come? Choosing to begin a new career where everyone’s potential is limitless can be more rewarding than any previous position held. No matter where you come from, your life experiences, or personal beliefs, an individual has taught you in some form or fashion. Parents, friends, family, colleagues, and life itself has been your teacher. Specially trained teachers, those you may remember from kindergarten through high school, studied extensively to help you and others acquire the knowledge and skills necessary to either continue their education or to pursue a career of their choice.

Arizona is the fourth fastest-growing state ⁽¹⁾ with an expected population to exceed 8 million by the year 2026 ⁽²⁾. The demand for appropriately certified and dedicated teachers to teach Arizona’s estimated 1.1 million students continues to increase year after year. More and more of today’s students seek the purpose for what they learn and how it benefits them in the long run. Providing context through your global perspective, strong work ethic, extensive life experiences, and training is the perfect combination to develop the next generation of students.

The Troops to Teachers Program (TTTP), Department of Defense – SkillBridge Program (SkillBridge), and the Army’s Career Skills Program (CSP), is dedicated to facilitating the transition from the military into a new role as a teacher, paraprofessional, or support staff member. Each path has its own specific requirements, but all participants can expect to receive the same high-quality training, mentoring, and support to attain their goals.

The information contained herein is not all-inclusive and is only a resource to complement the internship process at each site. No Arizona State Revised Statutes (A.R.S) can be circumvented through your acceptance into this program. All requirements can be found in A.R.S. Title 15 (Education Code).

Disclaimer: The information expressed herein are those of the author and do not necessarily reflect the official position of the Arizona Department of Education or constitute an endorsement by the Department of Defense or the Troops to Teachers Program.

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Arizona Revised Statutes (A.R.S)

Abbreviated Education Law

Title 15

15-501.01 Requirements for teachers; teaching certificates; rules; reciprocity; placement

- A. Notwithstanding any other law, all teachers who are certificated pursuant to this section must have a baccalaureate degree and a valid fingerprint clearance card.
- B. The state board of education shall adopt rules for the issuance of the following types of certificates for teachers to reflect the source of the training the teacher obtains:
 - 1. Standard teaching certificate.
 - 2. Alternative teaching certificate for persons who obtain training pursuant to subsection C, paragraph 1 of this section.
 - 3. Subject-matter expert standard teaching certificate for persons who obtain training pursuant to subsection C, paragraph 5 of this section.
 - 4. Classroom-based standard teaching certificate for persons who obtain training from a school district or charter school.
 - 5. Career and technical education teaching certificate.
- C. Alternative teacher and administrator preparation programs; see www.azleg.gov.
- D. Reciprocity (Transferring certificate from one state to another); see www.azleg.gov.
- E. Teaching intern certificate; see www.azleg.gov.
- F. Notwithstanding subsection A of this section, the following persons are not required to have a baccalaureate degree:
 - 1. A teacher who is otherwise exempt by law from obtaining a baccalaureate degree and who provides instruction in **STEM** or career and technical education (**CTE**) pursuant to section 15-782.01.
 - 2. A person who obtains any of the following:
 - (a) A Native American language certificate.
 - (b) A student teaching intern certificate.
 - (c) A junior reserve officer training corps certificate.
 - (d) An athletic coaching certificate.
 - (e) An emergency substitute certificate.

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Arizona Revised Statutes (A.R.S)

Abbreviated Education Law

15-512. Noncertificated personnel; fingerprinting personnel; background investigations; affidavit; civil immunity; violation; classification; definition

A. Noncertificated personnel and personnel who are not paid employees of the school district and who are not either the parent or the guardian of a pupil who attends school in the school district but who are required or allowed to provide services directly to pupils without the supervision of a certificated employee and who are initially hired by a school district after January 1, 1990 shall be fingerprinted as a condition of employment...; see www.azleg.gov.

15-515. Duty to report violations occurring on school premises

All school personnel who observe a violation of section 13-3102, subsection A, paragraph 12 or section 13-3111 on school premises shall immediately report the violation to the school administrator. The administrator shall immediately report the violation to a peace officer. The peace officer shall report this violation to the department of public safety for inclusion in the statewide and federal uniform crime reports prescribed in section 411750, subsection A, paragraph 2.

15-782. Career and technical education and vocational education

A. A school having satisfactory facilities and equipment and which is fit to provide career and technical education and vocational education, such as agriculture, business and office education, health occupations, home economics, industrial education, marketing and distribution and public and personal services, shall, upon application made by the governing board to the state board of education, be designated to maintain a department consisting of such career and technical education and vocational education programs and program improvement services for pupils in grades seven through twelve. B. Instruction in the department shall be of a practical character.

C. The governing board shall employ trained instructors with qualifications fixed by the state board of education, shall provide suitable classrooms and laboratory facilities for such instruction according to rules established by the state board of education and may provide a tract of land, together with buildings, machinery, tools, equipment and appliances, suitable for field work in agriculture.

FOR A COMPLETE REVIEW OF *A.R.S* visit www.azleg.gov.

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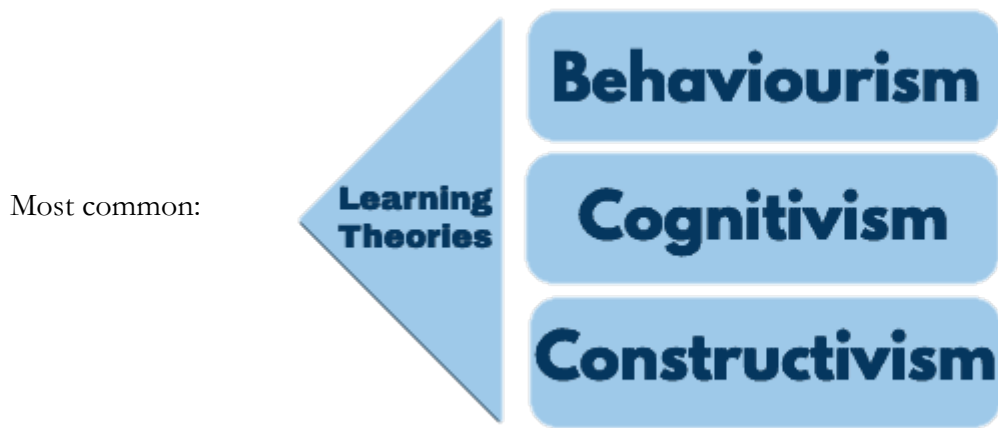


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*Pedagogy &
Challenges in the 21st Century*

What is pedagogy?

It is most commonly referred to as the method and practice of teaching, theory of learning, and how learners can be influenced by social, political, and psychological development.



Popular Theorist

Piaget – Theory of Cognitive Development

Stages: Sensorimotor
Preoperational
Concrete Operational
Formal Operational

Vygotsky – Contrast to Piaget believes social learning is more of an integral role for learning, and that culture, not the developmental stage is a major factor.

For this learning theory to be successful it utilizes the idea of:
Scaffolding
Zone of Proximal Development (ZPD)
More Knowledgeable Other (MKO)

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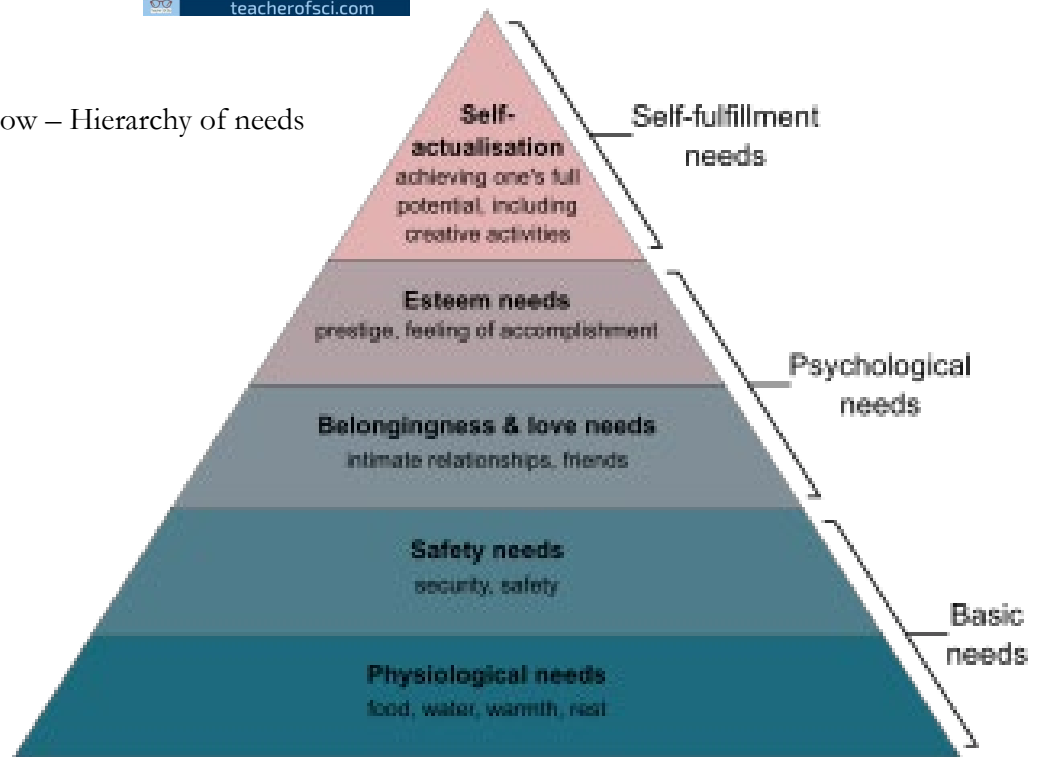
*Pedagogy &
Challenges in the 21st Century*

Popular Theorist:

Bloom –



Maslow – Hierarchy of needs



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Pedagogy &
Challenges in the 21st Century

Popular Theorist: *(continued)*

Gardner – Gardner’s 7 Intelligences (Multiple Intelligence Theory)
Additional intelligences have been added, but not widely accepted

Intelligence(s):

Linguistic – word smart, “William Shakespeare”

Logical-Mathematical – numbering/reasoning, “Einstein”

Spatial Intelligence – picture smart, “chess players, Frank Lloyd Wright”

Bodily-Kinesthetic – use of body or parts of, “Michael Jordan, Simone Biles”

Musical – musical patterns, tones, performance, “Beethoven”

Interpersonal – people smart, team player, “Gandhi”

Intrapersonal – one’s self, understand your own being, “Aristotle”

Of important note: individuals may use one or more intelligences while learning.

Considerations for the 21st Century Learner

20th Century Generation

Books/Reading
Step/Gradual movement
Single tasking
Linear approach
Perception through reading
Independence
Ambiguity
Passive school, *(a requirement)*
Discussion
Reality
External technology
Fact awareness

21st Century Generation

Display/Visual perception
Nonlinearity
Multi-tasking
Hyper media
Iconic perception
Connection
Cooperation
School as a game
Warning
Fantasies
Internal technology
Know how to find something necessary

Of important note: teaching has expanded beyond the classroom. How we learned in the past does not always work today. Today’s teacher should incorporate active student learning. Please review: Formative Evaluation of Instruction.

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*10 THINGS EVERYONE SHOULD KNOW ABOUT TODAY'S STUDENTS
AND DIGITAL LEARNING*

By Dr. Matthew Lynch

Technology has changed the way learning takes place in today's education. Unlike the past where learning computers was a lesson among other lessons, digital technology is currently a classroom tool that enables students to study just any subject. It has also helped tutors to develop more interactive classes and engage the students in the running processes. Here are ten things that everyone should know about today's students and digital learning.

1. Students Have Instant Access To Information

In the recent past, it took students several hours in a library to go through several books to get the required knowledge. However, with the internet, students can get a wealth of answers to any question almost immediately. It gives students a holistic view of the subject.

2. Learning Is Now 24/7

Learning can now take place at any time of the day or night. For tertiary education students, they can go through various subjects whenever they like, day or night. This has improved the ways students revise as well as opening doors for distance learning.

3. Students Can Now Produce Content And Not Just Consume It

Students, especially in the arts arena, can now create their content as opposed to just consuming it. They can bring new insights into specific skills that they are learning in class and help other students who are struggling to make it to such a point.

4. The Line Between Formal And Informal Learning Is Blurring

There is now little difference between formal and informal learning. Digital learning has opened other forms of learning such as the use of interactive games and animation, which were only found in informal setups, into the classroom.

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5. There Is Enhanced Personalization in The Learning Setup

Digital learning enables tutors to personalize the learning experience to fit the needs or get the best out of the students. It has also allowed students to learn at their own pace.

6. Game-based learning is changing the way information is impacted on students

The traditional classroom involved delivering information as it is. With game-based learning, the information is impacted in an application set up where the student is faced with a scenario that requires him/her to come up with a solution.

7. There Is Erosion on Cognitive Thinking

Cognitive thinking calls for analyzing information to deduce the correct answer. However, since the information is now readily available, students are not thinking hard for answers. They just hit the search button and get it. It has killed cognitive thinking skills.

8. There increased self-directed learning

Digital learning tools have opened doors for the students to learn more than what is taught in class. Self-initiated learning, which is on the increase, has expanded the student knowledge exponentially.

9. Improved Engagement Has Sparked Up Interest In Learning

In the traditional classroom, students were mostly passive learners. The interactive nature of digital learning has enabled students to take part in their learning process. This has increased comprehension and increased interest in learning.

10. There Is Increased Collaboration Among Students

Digital learning tools have enabled students to put their heads together in the digital space. They can now work on the same page exchanging ideas on the go better than in the traditional class. Collaboration increases comprehension and opens up their minds to new ideas. Digital learning continues to open-up new possibilities in learning. It has also changed the way we think about education.

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Philosophy of Education

A teacher's philosophy of education embodies the values and purpose of education that society deems important. Your personal philosophy of education may vary from one teacher to another; however, it should contain very similar elements.

Common Elements

Teacher Vision – Your role as an educator.

Learning Environment – May include items such as safe, inclusive, and rigorous.

Goals for Students – How will students surpass their potential or meet stated goals.

The resulting statement tends to be dynamic as views, and the community needs change over time. Ultimately a philosophy statement describes you as a teacher. It is often asked on applications and during the interview process. Thus devoting ample time and effort to crafting a personal Philosophy of Education should be of high priority.

Philosophy of Education – *Samples* ⁽¹⁾

"Every classroom has its own unique community; my role as the teacher will be to assist each child in developing their own potential and learning styles. I will present a curriculum that will incorporate each different learning style, as well as make the content relevant to the students' lives. I will incorporate hands-on learning, cooperative learning, projects, themes, and individual work that engage and activate students learning."

"I aim to bring an open mind, a positive attitude, and high expectations to the classroom each day. I believe that I owe it to my students, as well as the community, to bring consistency, diligence, and warmth to my job in the hope that I can ultimately inspire and encourage such traits in the children as well."

"My philosophy of education is that all children are unique and must have a stimulating educational environment where they can grow physically, mentally, emotionally, and socially. It is my desire to create this type of atmosphere where students can meet their full potential. I will provide a safe environment where students are invited to share their ideas and take risks."

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Elements of Effective Instruction

“The fundamental purpose of school is **learning**, not teaching.” – Richard DuFour. For learning to take place and to be retained it must contain all components within the ‘Elements of Instruction’ (EOI) model. There are various models that depict and define EOI; however, no matter which model is used, each element is observable and integral part of each lesson.

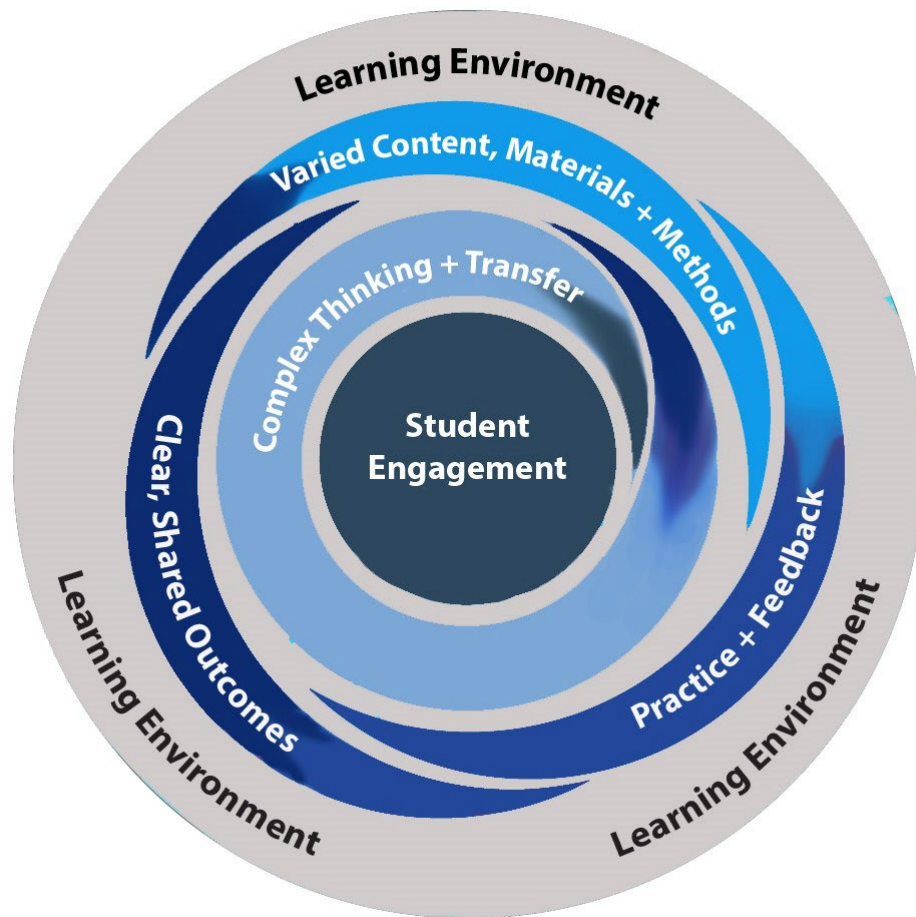
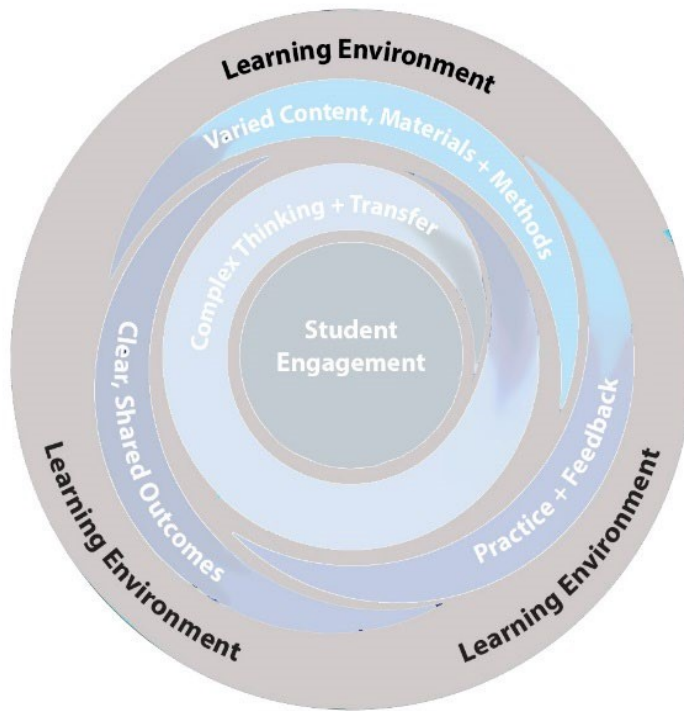


Diagram colors modified to enhance each element’s increasing importance to student engagement.

EOI Model by Great School Partnership, licensed under

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Learning Environment

The learning environment supports all students to take risks, ask questions, and make and learn from mistakes. The physical space, routines and procedures, and development of positive relationships create a physically, socially, and emotionally safe environment.

Presumptions:

Positive and meaningful relationships are the foundation for any learning environment.

Safety and respect are necessary for engagement and for students to take risks when uncertain about desired outcomes.

Traits:

Clear and consistent procedures and expectations. Students know what is expected, when and why.

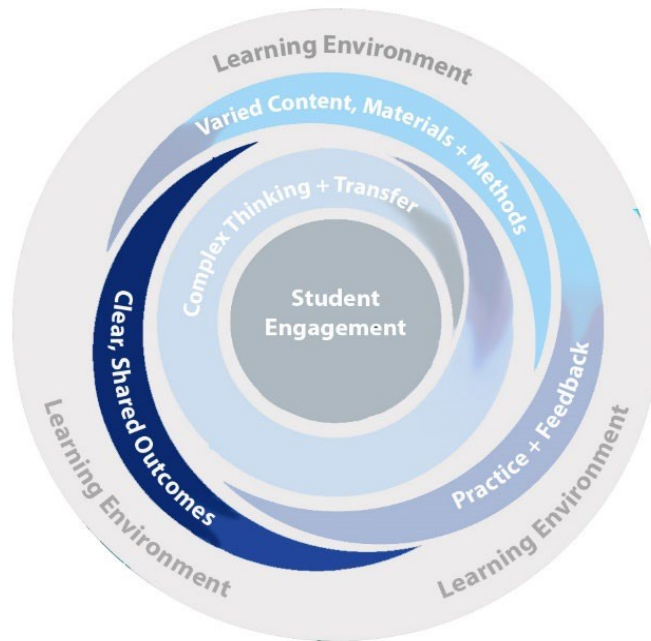
Can be modified or arranged to best fit the task at hand.

Models and reflects mutual respect between teacher, students, parents, and community.

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Clear, Shared Outcomes:

The learning outcomes are shared and internalized by teachers and students. These outcomes anchor and guide the choices of instructional activities, materials, practice assignments, and assessment tasks. Outcomes are understood and used by students to set goals, guide learning, and prompt self-reflection.

Presumptions:

Everyone involved in the learning process must know where they are going and why the work matters.

Collaboration of shared outcomes empowers students to be invested in task completion and adjusting personal goals to achieve desired outcomes.

Traits:

Learning outcomes are clear and measurable. (Long-term vs. Short-term) i.e. graduation requirements vs. a specific learning target, chapter, or lesson.

Clear description of what success looks like.

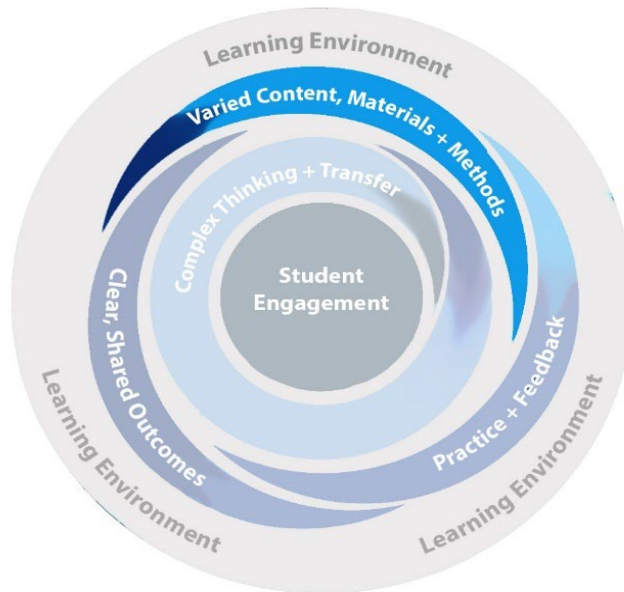
Teachers and students select the materials, activities, and assessment to measure student understanding of desired outcomes.

Students can explain how tasks and experiences relate to desired outcomes.

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Varied Content, Materials, and Methods of Instruction:

Students explore ideas and information in varied ways and access learning through multiple entry points. Teachers select content and materials to engage and meet the needs of all learners.

Presumptions:

Content selected must foster and reflect an understanding of multiple critical issues, as well as both domestic and global perspectives.

Learners must see themselves represented in the materials to fully engaged and connected.

There are many options to how students learn, e.g. *Howard Gardner Multiple Intelligences*: musical-rhythmic, visual-spatial, verbal-linguistic, logical mathematical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic.

Traits:

Materials are selected to meet a variety learner styles and reflective of the learner's community and global diversity.

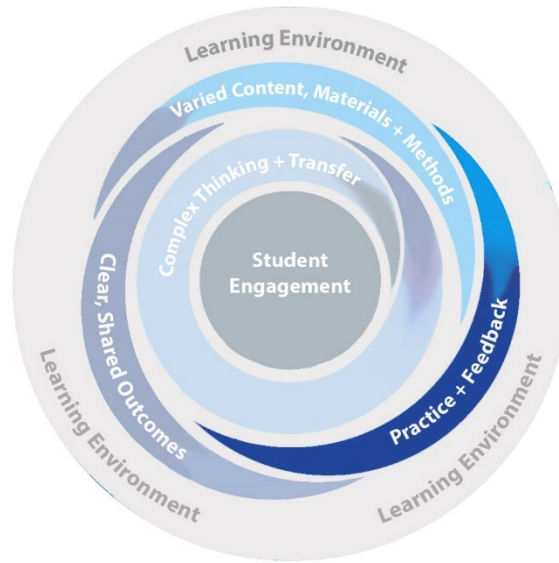
Students learn information in different ways, i.e. individually, use of technology, or in groups through presentations, investigation, modeling, and inquiry.

Allows students choices to demonstrate results and proficiency (mastery).

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Practice and Feedback:

Students have opportunities to practice what they are learning and are given timely, specific feedback based on their current performance in relation to the desired outcomes.

Presumptions:

Learning is a cycle that includes goal-setting, observable successes, multiple attempts, and guided redirection. Redirection that is timely, specific, and delivered in varying formats promotes growth and purposeful feedback.

Practice is productive and varies depending on target outcomes, e.g. 5 problems vs. 50 problems, entire text vs. specific chapters.

Traits:

Routines, strategies, and instruction support student learning of essential skills and knowledge by providing opportunities for practice.

Practice allows students to work independently, cooperatively, and for the teacher model desired outcomes.

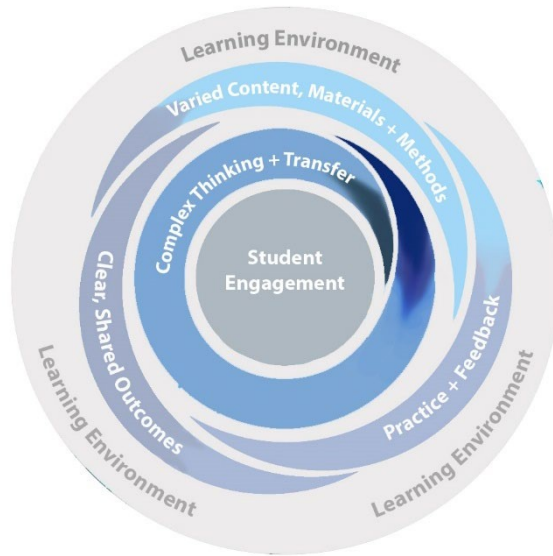
Students can apply and infer skills across multiple disciplines.

Feedback is specific and timely which students can interpret and act upon to revise essential work to demonstrate key concepts and lesson targets.

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Complex Thinking and Transfer:

Students are coached and taught to engage in higher-order thinking through instructional activities and practice tasks. Curriculum, instruction, and assessments are designed to prompt complex thinking, integration of concepts and ideas, and application of learned skills to new material or novel situations.

Presumptions:

Every student is capable of complex thought and transfer of learning.

Higher-order thinking promotes student engagement.

Learning that promotes the transfer of knowledge and skills prepares students for the future.

Traits:

Includes complex thinking from the introduction of new concepts to the learners analyzing, evaluating, and applying conclusions.

Students can apply (transfer) what has been learned across content areas and complex real-world problems.

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Lesson Planning

The amount of time and effort you place in developing a lesson plan directly correlates to desired student outcomes. There are many lesson formats to follow, some are more thorough than others. Your department, school, or district may have specific lesson plan formats for you to follow, but in all regards the lesson plan is a map for the teacher to follow.

- Teach to the Objective
- Correct Level of Difficulty
- Monitor and Adjust
- Motivation
- Active Participation
- Retention Transfer
- Anticipatory Set
- Closure

Focused Instruction/Teacher Directed: This component includes the learning target and teacher-directed instruction. The teacher is modeling and thinking aloud with students as she presents new information.

Guided Instruction: This component includes scaffolding and support for students. The teacher informally assesses student understanding at this point and guides students with questions and cues to prompt student learning. Guided instruction often includes small group instruction where the teacher provides differentiated instruction based on student needs.

Collaborative Learning: This component provides opportunity for students to apply new skills and thinking to novel situations through peer interactions. Students are interacting with their peers through discourse (often referenced as accountable talk using academic language, classroom talk, or academic conversations), discussions, inquiry, argument/debate, etc. This component may include cooperative social interactions with peers and specific productive group work.

Independent Learning: This component includes opportunity for students to apply what has been learned. Independent learning includes self-regulation and metacognition. These two thoughts require students to establish goals for their learning, determine if they are in fact learning and reaching their goals, and to think about their thinking (what am I trying to accomplish, what strategies am I using to get there, and how well am I doing?).

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Lesson Plan Template Sample 1

LESSON PLAN: WEEK _____ OF _____ PERIOD: _____ SUBJECT: _____	
UNIT TOPIC: _____ UNIT OBJECTIVE: _____	
LESSON TOPIC: _____ LESSON OBJECTIVE: _____	
MATERIALS OR PREREQUISITE(S):	GUIDED INSTRUCTION:
COLLABORATIVE LEARNING: (Team/Groups/Cohorts)	INDEPENDENT LEARNING:
RETENTION/TRANSFER (Check for understanding)	
ANTICIPATORY SET: (How can you get the students excited about the lesson or activity that follows)	
CLOSURE:	
EVALUATION:	

By Lee E. Fermvault M.Ed.

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PRIMARY SOURCES LESSON PLAN

Upper Elementary School; Grades 4-5

Related Museum Programs: All; Uses content from the *Meet Victoria* program

BIG IDEA: Primary source documents help us learn about people, places, and events from the past.

DESCRIPTION: Students use primary source documents to piece together the story of Victoria Confino, an immigrant who lived in 97 Orchard Street almost one hundred years ago. Students examine a variety of primary sources in order to explore Victoria's immigrant experience. They use their findings to write a biography of her life. Through this investigation, students learn how primary source documents can help us understand people, places, and events from the past.

OBJECTIVES: Students will:

- Understand that primary source documents can help us understand people, places, and events from the past.
- Examine and analyze primary source documents in order to learn about a person from the past.
- Learn how to compile research in order to get a more complete understanding of the past.

ESSENTIAL QUESTIONS:

- How do historians learn about the past?
- How can primary source documents help us to understand the past?

TIME FRAME: 1-3 class periods. This activity has been designed to be customized to your learning goals and your students' individual needs. Choose to do the complete lesson plan or select parts with your students based on your schedule and objectives.

MATERIALS:

- Confino Family Portrait (located in appendix)
- Primary Source Guide (located in appendix)
- Primary Source Packet (located in appendix)
- Pencils



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Lesson Plan Sample 3

Inquiry (5E) Lesson Plan Template

Teachers:		Subject:	Grade:
Common Core State Standards: •			
Objective (Explicit): •			
Evidence of Mastery (Measurable): <input type="checkbox"/> Include a copy of the lesson assessment. <input type="checkbox"/> Provide exemplar student responses with the level of detail you expect to see. <input type="checkbox"/> Assign value to each portion of the response			
Sub-objectives, SWBAT (knowledge, skill, purpose): <input type="checkbox"/> How will you review past learning and make connections to previous lessons? <input type="checkbox"/> What skills and content are needed to ultimately master this lesson objective? <input type="checkbox"/> How is this objective relevant to students, their lives, and/or the real world?			
Key vocabulary:		Materials:	
Engage <input type="checkbox"/> How will you activate prior knowledge? <input type="checkbox"/> How will you hook student attention? <input type="checkbox"/> What question will you pose, based on your objective, that students will seek to answer in Explore?			
Teacher Will:		Students Will:	
Explore <input type="checkbox"/> How will you model your performance expectations? (remember you are not modeling what you want students to discover but need to model expected behavior or required procedures). <input type="checkbox"/> How will students take the lead and actively use materials to discover information that will help them answer the question posed in the Engage? <input type="checkbox"/> What questions or prompts will you be prepared to use with students while they are "exploring"?			
Teacher Will:		Students Will:	
Co-Teaching Strategy <input type="checkbox"/> What co-teaching approach will you use to maximize student achievement?			
Differentiation Strategy <input type="checkbox"/> What accommodations/modifications will you provide for specific students? <input type="checkbox"/> How will you anticipate students that need an additional challenge?			
Explain <input type="checkbox"/> How will all students have an opportunity to share what they discovered? <input type="checkbox"/> How will you connect student discoveries to correct content terms/explanations? <input type="checkbox"/> How will all students articulate/demonstrate a clear and correct understanding of the sub-objectives by answering the question from the Engage before moving on?			
Teacher Will:		Students Will:	
Co-Teaching Strategy <input type="checkbox"/> What co-teaching approach will you use to maximize student achievement?			
Differentiation Strategy <input type="checkbox"/> What accommodations/modifications will you provide for specific students? <input type="checkbox"/> How will you anticipate students that need an additional challenge?			
Elaborate <input type="checkbox"/> How will students take the learning from Explore and Explain and apply it to a new circumstance or explore a particular aspect of this learning at a deep level? <input type="checkbox"/> How will students use higher order thinking at this stage (e.g. A common practice in this section is to pose a What If? Question)?			

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Lesson Plan Sample 4

Thursday	
Standard(s):	3.OA.A2
Learning Objectives:	Find the quotient of a given equation by drawing models or arrays.
Sub-Obj.	Discuss/review math vocabulary by matching definitions with terms
• Activity	Shoulder partners solve math vocab. puzzle by matching words with definitions
Sub-Obj.	Find quotients by drawing circles and tally marks to represent the dividend and divisor of a given equation
• Activity	Whiteboards
Sub-Obj.	Explain what the quotient represents
• Activity	Table partners
Sub-Obj.	Find quotients by drawing arrays to represent dividends and divisors
• Activity	Whiteboards
Sub-Obj.	Find the quotient of a given equation by drawing models or arrays.
• Activity	Math Notebooks
Differentiation	ELL: Collaborate with partners SPED: Extended time, partners & modified number of problems
Resources	Whiteboards, doc camera, math notebooks, vocabulary puzzles
Notes:	

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Education Terms

Elementary grades – Means kindergarten programs and grades 1 to 8.

ELL – English language learners

IHE – Institutions of higher education, post-high school.

IEP Plan – Individual Education Plan. An individualized plan to help a student with special needs meet specified goals based on their ability. It provides a framework for specialized instruction and services.

504 Plan - Defines additional services or support a student may need such as medicine, extended breaks, transportation, but who may not meet a special needs definition. It is not the same as an IEP.

LEA – Local Education Authority. A school district that operates public primary or secondary schools.

Middle grades – are grades 5 to 9.

Pedagogy – The art of teaching, principles, and methods of instruction. Activities of educating, instructing, or teaching, activities that impart knowledge or skill.

Scaffolding – The act of breaking the learning into smaller or more manageable chunks for those students who need more help. The teacher may model or demonstrate to further a student's understanding.

Secondary grades – are grades 9 to 12.

SPED – Special Education, a term assigned to a student who may be intellectually deficient from their peers or who may have undue hardship to advance their learning.

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