Heather Schilling EDTEC 685 Applied Informatics Project July 16, 2006

Standards-Driven Teaching: Designing an rGrade Course

#### Needs/Goals

Much like K-12 public schools, higher education programs preparing teachers must also meet specific standards in order to meet accreditation. Instead of No Child Left Behind, policy established by NCATE, or National Council of Accreditation of Teacher Education, requires programs training teachers to demonstrate adequate student achievement in 10 specific areas or INTASC (Interstate New Teacher Assessment and Support Consortium) principles. These include broad categories such as the second standard that states "the teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development" or the seventh standard that states "the teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals." These are then developed into more specific standards that fall into three categories: knowledge, dispositions, and performances.

Because my career as an education professor at Manchester College involves teaching preservice teachers and because the Manchester College Education department is accredited through NCATE, I must not only prepare my students to teach in the 21<sup>st</sup> century, but I must also create courses that have standards-based assignments. While we have always passed the NCATE visits, the people in charge of collecting, analyzing, and presenting the data have always had an extremely difficult challenge. Until the advent of computer-based programs like rGrade, we had to demonstrate by hand that our students had mastered the ten INTASC principles. This has included creating matrices and calculating the percentage of students achieving various levels of the standards. During our past visit, we hired the former director of teacher education who spent hours disaggregating the data. This antiquated system must change before the next NCATE visit in 2011, especially with the paperless requirement the NCATE team will ask of us.

While our education department has not adopted rGrade, we have adopted a similar program called Taskstream. However, at this point, we have not fully implemented the program and I do not have coordinator status. As a result, I was unable to create my course for this project using the system I will be using in the fall. Instead, I have created my course using Ball State's rGrade; this gives me a good understanding of how to create lessons and units based on specific standards-based rubrics. By using a program such as rGrade for this final project, I will achieve one of my biggest teaching goals: implement a standards-based, computer-generated assessment program that will allow me to track the individual and group achievements of my students. Another goal I have for this project is to familiarize myself with rGrade in such a way that I will be able to articulate the benefits of using a computer-generated assessment program like rGrade or Taskstream to my colleagues who seem to be skeptical of such programs.

# Alignment and Support for NETS and other related curricular or professional standards (INTASC)

This project feeds excellently into alignment with NETS as well as INTASC principles because these are the standards that drive our education program. While our program has always been based on these specific INTASC standards, I have just recently begun to incorporate the NETS standards as well, for I believe all teachers should be ready to teach in the 21<sup>st</sup> century, and that requires them to have 21<sup>st</sup> century skills developed and ready to implement in their own classrooms.

For example, one of the Assignment Groups is "Projects," and within this group is the assignment "Professional Web Page." This particular assignment asks students enrolled in this course to develop a professional web page that serves as a showcase for their work during their tenure at Manchester College. The immediate purpose is to serve as a portfolio they can provide to prospective employers. Obviously, because of the nature of the project, students meet several NETS standards. First of all, students meet the first standard, "teachers demonstrate introductory knowledge, skills, and understanding of concepts related to technology," when they create this web page. Completing the project requires them to demonstrate basic knowledge of how to use the computer as well as the Microsoft Frontpage software. The professional portfolio also meets the fifth NETS standard as they are developing ways to "use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning." The ultimate goal of this particular assignment is to help students develop crucial skills that will enable them to develop classroom web pages in order to communicate with the greater community.

The best assignment to meet required INTASC standards is the lesson plan found under the "Projects" Assignment Group. Throughout the semester, students are asked to write ten sequential lesson plans each modified for a different exceptionality. The lesson plans are graded individually, but when placed together, they create a unit for the pre-service teacher who will be entering his/her student teaching placement in the spring. This one assignment alone meets eight different INTASC standards because the student is asked to design a lesson plan that gives special regard to differences in learners.

Overall, this project in general meets several standards for me as the instructor. I am linking every assignment to INTASC principles and NETS standards when appropriate. At this point, I am just beginning to add NETS standards to my lessons, but ultimately, I would like to integrate even more assignments that utilize a variety of technology. Making deliberate decisions about which standards are being met requires me to reflect not only on the purpose of the assignment, but on the specific steps and requirements within each assignment. Instead of simply making an assignment because it sounds "cool" or is meaningful to me as a professor, I must make sure, like K-12 classroom teachers, that what I ask of my students meets a standard.

#### Barriers and Opportunities for Implementation

One of the major barriers at this point for me to fully implement this project is the incompatibility between the rGrade program used by Ball State and the Taskstream program my department has adopted. I will have to redo all of my rubrics and assignments; however, I certainly do not see this as a huge barrier. Instead, I will have worked through the problems

encountered in this assignment and understand what I need to ask for and examine when I transfer the course to the Taskstream program.

Another barrier I found to the implementation of this project is that it lacks some of the benefits of Blackboard, and yet, it provides an important element of teaching that Blackboard lacks. The course appears in linear fashion, much more linear than Blackboard, and therefore appears to students as simply a "grade book," not a course through which the professor and students can interact.

However, the major benefit to this project far outweighs any of the barriers I can foresee. Through this project I have had to create my course EDUC 352, Adolescent Exceptional Learners, in an assessment program rGrade. As previously mentioned, I had to think carefully about what I want my students to do for each assignment, creating a rubric that will measure those objectives. I also had to carefully consider the various INTASC and NETS standards that would be appropriate for seniors ready to enter student teaching.

In the end, I would consider this project one of the most beneficial and meaningful I have completed in three years of coursework at Ball State. It is something I will certainly use this fall when I teach EDUC 352 and more importantly, it has started me thinking about assessment and how I can use the data I receive from the rubrics to influence my instruction.

Finally, the biggest benefit of creating an rGrade course is the fact that I feel better prepared to address the assessment needs of our own education department at Manchester College. We must bring our department quickly into the 21<sup>st</sup> century and that means using an online assessment tool such as rGrade or in our case Taskstream. The challenge will be convincing my colleagues that we should embrace this technology, and while acknowledging its limitations, understand that it will help us understand the data so much easier than we ever have before.

\*\* Attached you will find an annotated sketch of the assignments I have created on rGrade as well as the screen captures from the actual program. Only people who are participants in the class may view the actual rubrics and assignments.

Educ 352- Adolescent Exceptional Learners - in rGrade

The following assignments fall under several different Assignment Groups including Essays, Projects, and Presentations. Each assignment is explained briefly and contains a screen capture of both the rubric and linked INTASC/NETS standards.

## <u>ESSAYS</u>

Exhibit 1: The first exhibit is the Liberal Arts paper our students are required to write. In Educ 352, the secondary majors reflect on the impact a liberal arts education has on them as future teachers. Students are instructed to write specifically about experiences at Manchester College that has shaped who they are as teachers. This assignment is a portfolio requirement.

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	Description Write an essay in wi teaching. Author Heather Schilling aring Status 🐔 Shared w/ editin			ur
	Unsatisfactory	Basic	Proficient	Distinguished
Topic/Subject Paper stays focused on the liberal arts education and its impact on teaching.	Topic/subject is unclear or confusing.	Topic/subject may be vague.	Topic/subject is generally clear though it may not be explicitly stated.	Topic/subject is clear, though it may/may not be explicitly stated.
Organization The orgainization of the paper is logical and flows.	Organizational structure does not establish connection between/among ideas/events. The overall stucture is incomplete or confusing.	Organizational structure establish some relationship between/among some of the ideas/events. The structure is minimally complete.	Organizational structure establish some relationship between/among some of the ideas/events. The structure is minimally complete.	Organizational structure establishes relationship between/among ideas/events.
	An attempt has been made to add support information, but it was unrelated or confusing.	Support information has major weaknesses in relatedness to and/or support of the topic/subject.	Support information has minor weaknesses in relatedness to and/or support of the topic/subject.	Support information is related to and supportive of the topic/subject.
Elaboration Author discusses examples with detail.	Elaboration is sparse; almost no details.	Elaboration consists of general and/or undeveloped details, which may be presented in a list-like fashion.	Elaboration consists of some specific details.	Elaboration consists of specific, developed details.
Fluency Writer's writing flows with collegiate skill.	Sentence fluency is lacking.	Demonstrates minimal sentence fluency.	Demonstrates reasonable sentence fluency.	Demonstrates skillful sentence fluency (varies length, good flow rhythm, and varied structure
	rGrade (	© 2005 Ball State University. All Rights	Reserved.	
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# Exhibit 1: Liberal Arts Essay

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Exhibit 2: The second assignment shown is the Professional Article Evaluation students must do in Educ 352 three times throughout the semester. Students select an article from a list of professional journals that deals with one of the exceptionalities the course examines. This assignment allows them to reflect on different exceptional students they may some day have in their classrooms, and it meets several important INTASC standards, particularly in the 9<sup>th</sup> principle.

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Organization         Sequence of information is difficult to follow.         Reader has difficulty following work because student inpus around.         Student presents information in logical, interesting caption in logical interesting exequence which reader can follow.           Content         Student does not have grapp of content of anticle reviewed, does lobe to questions about subject.         Student is uncomfortable with content of anticle reviewed, does lobe to demonstrate bails concepts.         Student is at ace which reader can follow.           Grammar and Spelling         Work har nor more spelling errors and/or yrammatical errors.         Work displays no references.         Work does not have the appropriate number of required references.         Reference         Work displays no references.         Work does not have the appropriate number of required references.         References, written correctly.		Description Students will cho in the Author Heather Schilling	ose a professional article dealing v		ies outlined
Content         Student does not have grapp of content of and/or reviewed, student and an any start of the reviewed and and start questions about subject.         Student is uncomfortable with content of and/or reviewed (not start as questions about subject.         Student is an any start and/or reviewed (not start as questions about subject.         Student is an any start demonstrate basic concepts.         Student is an any start and/or reviewed (not start as questions about subject.         Student is an any start demonstrate basic concepts.         Student is an any start and/or required).         Student is an any start demonstrate basic concepts.         Work has no more than the grammatical errors.         Work has no misspelling; and/or grammatical errors.         Work has no misspelling; and/or grammatical errors.         Work displays no references.         Work does not have the appropriate number of required references.         Work displays the correct number of references.         Work displays the correct number of references.         Work displays the correct number of references.		Unsatisfactory	Basic	Proficient	Distinguished
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Spelling         grammatical errors.         grammatical errors.         misspellings and/ors.         grammatical errors.           Reference         Work displays no references.         Work does not have the appropriate number of required references.         Reference section was completed incorrectly         Work displays the correct number of required references.	Content	article reviewed; student cannot answer	of article reviewed and is able to	of article reviewed, but fails to	content of article reviewed (more than
number of required references. completed incorrectly references, written correctly.				misspellings and/or	
r€rade © 2005 Ball State University. All Rights Reserved.	Reference	Work displays no references.			
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Exhibit 2: Professional Article Evaluation

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Exhibit 3: The third assignment found in the "Essays" Assignment Group is the Reader Response Journal students are expected to complete. In this assignment, students summarize the readings, make a professional connection, make a personal connection, and make additional comments or raise questions. Because research shows we remember what we read when we connect with the reading, this is an excellent assignment for undergraduates (or anyone for that matter).

Unsatisfactory writer read assignments; main roussed unsaction is made OR the ot clearly developed.	Basic Somewhat evident the writer read the assignments; some ambiguity One personal connection is made and is somewhat locarly developed.	Distinguished Writer clearly read the assignments; main ideas of each chapter discussed or summarized One personal connection is made and is well-
writer read assignments; main rcussed inection is made OR the st clearly developed.	assignments; some ambiguity One personal connection is made and is	each chapter discussed or summarized
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on or observation is made other al/professional connections.	Only two questions or observations are made oth- than the personal/professional connections.	er At least three questions or observations are made other than the personal/professional connections.
e reader must reread the entries to n	Somewhat olear/the reader has to stop and occasionally reread.	Very clear; writing flows smoothly and the reader does not have to reread for clarity.
errors in spelling, punctuation, r	Contains two errors in spelling, punctuation, and/ grammar	/or Contains one or no error in spelling, punctuation, and/or grammar
r©tade © 2000	5 Ball State University. All Rights Reserved.	





## PROJECTS

Throughout the course, students must complete a variety of assignments that fall under the "Projects" Assignment Group. These include creating a professional web page as well as creating a unit.

Exhibit 4: The Professional Web Page assignment requires students to create a web presence in which they can showcase their work.

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				Today's Date: 7/16/2006 8:	28:56 PN
		RGRADE Profession	nal Web Page		
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	Author HeatherS	chilling			
	Sharing Status 🛛 🕺 Share	d w/ editing			
	Unsatisfactory	Basic	Proficient	Distinguished	
Layout/Design	The pages are unattractive. Text difficult to read. The backgrounds are distracting.		The pages are eye-catching and attractive. Text is easy to read. The backgrounds are subtle and appropriate.	The pages are well organized with tables. Text spacing and alignment make reading easy. The backgrounds enhance the page.	
Graphics	There are no photos, icons or olip art or they are inappropriate or of low quality.	Photos are blurry or fuzzy; icons and clip art do not "fit" with the topic. Too many pictures make the download time slow.	Photos, icons, and olip art are appropriate, of high quality, and download fairly quickly.	Photos, icons, and olip art are used creatively and may follow a theme.	
Information	Information is poorly written, inaccurate, or incomplete.	Information could be better written and too much information is given in each section.	Information is well written and interesting to read and is presented in short sections.	Information is creatively written and cleverly presented.	7
Navigation/Lin	ks The user may become lost or links may be missing or not working.	The user may become confused when navigating between pages. Some links may not work.	Links are consistent and easy to find so that the user can easily navigate back and forth through pages.	Links are created with images and icons to enhance the text links.	
Spelling/Gram	mar There are four or more grammatical and/or spelling errors.	There are three spelling and/or grammatical errors.	There are two spelling and/or grammatical errors.	There is one or no spelling and/or grammatical error.	
		rGrade © 2005 Ball State University.	All Right: Reserved.		
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Exhibit 4: Professional Web Page





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S		<b>RGRADE_Lesson Plan</b> mester, students will write ten lesson plans,	each modified for a	
	Unsatisfactory	Basic	Distinguished	
Behavioral Objectives	Instructional goal and performance objectives are vague or do not follow ABC format.	Instructional goal and performance objectives are somewhat clear and follow ABCD format.	Instructional goal and performance objectives are clearly developed using ABCD format.	
State Standards	State standards are not clearly linked to th performance objectives and/or are not aligned to the lesson.	<ul> <li>State standards are somewhat aligned to the performance objectives and/or somewhat aligned to the lesson.</li> </ul>	State standards are clearly aligned to both the performance objectives and the lesson.	
Anticipatory Set	Not really focues, does not connect with students' prorknowledge or anticipatory se is missing.	Lesson focuses student attention on the lesson, t contains a "grabber" and is somewhat connected to prior knowledge.	Lesson clearly contains multiple examples and a deatiled script of what to say. Examples of instructional language are used.	
Modeling the Behavior	Lesson has teacher vaguely showing the students what is expected or modeling the outcome is missing.	Once the material has been presented, the teacher uses it to show students examples of what is expected as an end product of their work.	Several examples of how students are to go about completing the lesson, inclludes detailedscript/descriptoin incorporating alternative learning styles.	
Check for Comprehension	Checking for comprehension is not stated anywhere in the lesson.	Checking for comprehension is stated with at least one example of how this will be done.	Checking for comprehension is detailed with multiple examples of how the teacher will do this throughout the lesson.	
Guided Practice	Guided practice is vauge or no guided practice is present.	An opportunity for each student to demonstrate grasping of new learning by working through an activity or exercise under teacher's direct supervision.	Several examples of activites are provided that incorporate alternative learning styles, cooperative groups or individual work.	
Closure	Closure is vauge or there is no formal closure.	Actions or statements are provided that are designed to bring a lesson to an appropriate end.	Clear, concrete, comprehensive: sets stage for new learning.	
Assessment	There is an assessment, but it has little relevance to stated objectives or no assessment was mentioned in the lesson.	An assessment is described with relevance to stated objectives; assessment data is collected or planned for collecting.	Assessment incorporates the stated objectives and reflects lesson goal with multiple and alternative assessment strategies described in full detail.	
Modifications for Students wit	Modifications and implementations are n clearly identified (e.g., confusing, not sequential)	Modifications and implementations are identified for the specific target exceptionality.	Modifications and implementation procedures are clearly stated and appropraite for the specific target exceptionality.	



Exhibit 6: Students enrolled in EDUC 352 must create a unit for their student teaching placement. One of the activities they must complete is to create a WebQuest for their students. Once they have created the WebQuest, they must have a junior high or high school student evaluate the project and then they write a reflection on the evaluation.

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	Author Heath		_WebQuest t for their selected content theme unit.	
	Unsatisfactory	Basic	Proficient	Distinguished
Originality	WebQuest is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.	WebQuest shows an attempt at originality and inventiveness in several of the steps.	WebQuest shows some originality and inventiveness. The content and ideas are presented in an interesting way.	WebQuest shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.
Effectiveness	WebQuest is lacking several key elements and has in accuracies that make it a poor addition to the conent area.	WebQuest is missing more than two key elements. It would make an incomplete study guide for the content area.	WebQuest includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate addition to the content area.	WebQust includes all material needed to gain a comfortable undestanding of the topic. It is a highly effective addition to the content area.
Graphics	Several graphics are unattractive AND detract from the content of the WebQuest.	All graphics are attractive but a few do not seem to support the theme/content of the WebQuest.	A few graphics are not attractive but all support the theme/content of the WebQuest.	All graphics are attractive (size and colors) and support the theme/content of the WebQuest.
Sequencing	There is no clear plan for the organization of the WebQuest.	Some information is logically sequenced. An occassional step or item of information seems out of place.	Most information is organized in a clear, logical way. One step or item of information seems out of place.	Information is organized in a clear, logical way. It is easy to anticipate the type of activity or product with the next step.
Background	Background makes it difficult to see text or competes with other graphics on the page.	Background does not detract from text or other graphics, but does not add to the presentation.	Background does not detract from text or other graphics. Choice of background is consistent from window to window.	Background does not detract from text or other graphics. Choice of background is consistent from window to window and is appropriate for the topic.
Text - font/format	Font formatting makes it very difficult to read the material.	Font formating has been carefully planned to complement the content. It may be a little hard to read.	Font formats have been carefully planned to enhance readability.	Font formats (e.g., color, bold, italie) have been carefully planned to enhance readability and content.
Spelling and Grammar	Font formats (e.g., color, bold, italic) have been carefully planned to	WebQuest has 1-2 grammatical errors but no misspellings.	WebQuest has 1-2 misspellings, but no grammatical errors.	WebQuest has no misspellings or grammatical errors.



### PRESENTATIONS

During the course of the semester, students give one presentation to their peers. This presentation is an introduction to one of the exceptionalities such as gifted and talented, vision impairment, learning disabled, etc.

Exhibit 7: The Group Presentation assignment requires students to collaborate with peers in order to research and present information to their classmates regarding one of the exceptionalities outlined throughout the course. Presentations must last 45 minutes and be hands-on as much as possible. Peers in the audience must be engaged in the presentation.

#### Exhibit 7: Group Presentation





# Standards Report

rGrade provides instructors with a summary of which assignments are meeting each specific standard as seen in the screen captures of my Educ 352 course below:

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💘 Course Announcements	INTASC: P1.K.1 The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are		Lesson Plan		
ADD ITEM   EDIT ALL	adapted to diverse learners.		Liberal Arts		-
Welcome EDIT Welcome to Adolescent Exceptional Learner. We will have the opportunity to	subject matterknowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.		Paper		
examine different exceptionalities in our students as well as ways to integrate reading in the content areas. POSTED N25/2006	INTASC: P1.P.1 The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students prior understandings.		Group Presentation Lesson Plan		
	INTASC: P3 K.1 The teacher understands and can identify differences in approaches to learning and performance. Including different learning styles; multiple intelligences; and performance modes; and can design instruction that helps use students' strengths as the basis for growth.		Lesson Plan		
	INTASC: P3.K.2 The teacher knows about areas of exceptionality in learning including		Profession al Article		
	learning disabilities, visual and perceptual difficulties, and special physical or mental		Evaluation Group		
	challenges.		Presentation Lesson Plan		
	INTASC: P3.P.3 The teacher makes appropriate provisions (in terms of time and circumstances for wook, taska assigned, communication and response modes) for individual students who have particular		Lesson Plan		
	learning differences or needs.		Group		-
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Heather Schilling logout	individual students who have particular learning differences or needs.				
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Course Links	INTASC: P5.K.2 The teacher understands how social groups function and influence people, and how people influence groups.		Group Presentation		
▶ email@BSU ▶ haschilling@manchest	social groups function and influence people,		Presentation Liberal Arts Paper Professional Web Page Group		
	<ul> <li>social groups function and influence people, and how people influence groups.</li> <li>INTASC: PS.K.4 The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.</li> </ul>		Presentation Liberal Arts Paper Professional Web Page Group Presentation		
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	<ul> <li>social groups function and influence people.</li> <li>and how people influence groups.</li> <li>INTASC: FE K 4 The teacher knows about and can use effective verbal, nonvehal, and media communication techniques.</li> <li>INTASC: FE.D.1 The teacher recognizes the power of language for fostering self-expression, identify development, and learning.</li> <li>INTASC: FE.D.2 The teacher values many ways in which people seek to communicate and encourage smary modes of communication stategies in conveying ideas and inaxing question stategies in conveying ideas and inaxing questions.</li> <li>INTASC: FE.D.2 The teacher values many ways in which people seek to communicate and encourage smary modes of communication stategies in conveying ideas and information and in aking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, auxal, and kinesthetic oues, being sensitive to nonverbal cues given and received).</li> <li>INTASC: FE.P.2 The teacher modes affective communicate and denois on and received).</li> <li>INTASC: FE.P.2 The teacher supports and expression in speaking, writing, and other media.</li> <li>INTASC: FE.P.2 The teacher undestands learning opportomilies.</li> <li>INTASC: FE.P.2 The teacher undestands learning theory, subject matter, controluting teacher, subject matter, controluting events and knoweb out the knoweb out to an waise of the anning opportomilies.</li> </ul>		Presentation Liberal Arts Paper Professional Web Page Professional Professional Professional	Article Evaluation: Organization RORADE_LilberalArts: Topio/Subject	

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	INTASC: P7 P 1 Ac ap individual 1 -		
	INTASC: P7.P.1 As an individual and a member of a team, the teacherselects and oreates learning experiences that are appropriate for ourriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., that activate students prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).	Group Presentation	
▶ haschilling@manchest	INTASC: P7.P.2 The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.	Lesson Plan	
Course Announcements ADD ITEM   EDIT ALL Welcome EDIT Welcome to Adolescent Exceptional	INTASC: P8.P.4 The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.	Lesson Plan	
Learner. We will have the opportunity to examine different exceptionalities in our students as well as ways to integrate reading in the content areas. POSTED 62262006	INTASC: P3.K.2 The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).	Profession al Article Evaluation	
)	INTASC: P9.D.1 The teacher values critical thinking and self-directed learning as habits of mind.	Reader Response Journal	
	INTASC: P3.D.2 The teacher is committed to reflection, assessment, and learning as an ongoing process.	Liberal Arts Paper Reader Response Journal Professional Web Page	RGRADE_Professional Web Page: Layout/Design
	INTASC: P3.P.2 The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.	Professional Article Evaluation Reader Response Journal	
	NETS-T: NETS-T I.A. Teachers demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National	Professional Web Page	RGRADE_Professional Web Page: Layout/Design
			Internet

	communication and response modes) for individual students who have particular learning differences or needs.			
B       Heather Schilling logout         Help Desk       Contents       ☑ Guide Me         Course Links          mail@BSU	INTASC: P3.K2 The teacher knows about areas of exceptionality in learningincluding learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.	Professional Article Evaluation Group Presentation Lesson Plan		
haschilling@manchest  Course Announcements	INTASC: P3.K.1 The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.	Lesson Plan		
ADD ITEM   EDIT ALL Welcome EDIT Welcome to Adolescent Exceptional	INTASC: P1.P.1 The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.	Group Presentation Lesson Plan		
Learner. We will have the opportunity to examine different exceptionalities in our students as well as ways to integrate reading in the content areas. POSTEP 0x20006	INTASC: P1.0.1 The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. She seeks to keep abreast of new ideas and understandings in the field.	Liberal Arts Paper		
	INTASC: P1.K.1 The teacher understands how students differ in their approaches to learning and oreates instructional opportunities that are adapted to diverse learners.	Lesson Plan		
	NETS-T: NETS-T V.D. Teachers use technology to communicate and collaborate with peers, parents, and the larger community in order to nutrue student learning.	Professional Web Page		
	NETS-T: NETS-T I.B. Teachers demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.		RGRADE_Professional Web Page: Layout/Design	
	NETS-T: NETS-T I.A. Teachers demonstrate introductory knowledge, skills, and understanding of oncepts related to technology (as described in the ISTE National Education Technology Standards for Students).	Professional Web Page	RGRADE_Professional Web Page: Layout/Design	
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