|  |  |  |
| --- | --- | --- |
| **Course Name: Residency I** | **Department: College of Education, Teacher Preparation Program** | **Instructor: Name** |
| **Course Description** -The clinical teaching course for all teachers including elementary, secondary, and all levels as designed as a culminating experience for teacher preparation. During the semester, the clinical teacher will assume the role of a teacher practicing with an experienced public-school teacher. Progression from observer to practicing teacher is intended to offer the Cardinal Resident an opportunity to acquire real world classroom experience, which assists in preparation for the teaching profession. Clinical teaching is a two-semester, six-hour course taken during the senior year. Along with daily attendance at an assigned public school the clinical teachers will meet weekly for professional seminars. The seminars are designed to review progress, discuss current practices, solve problems, review current material related to the field, and offer Cardinal Residents information specifically related to their role as a practicing teacher.  **Prerequisite(s)** –   * Must have completed a minimum of 102 hours of coursework for Residency and 111 hours of coursework for Clinical Teaching, * Maintained a 2.75 GPA, * Earned a C or above in all PEDG coursework, * Passed all Lamar Proficiency Exams (LPE) at least one semester prior, * Passed all applicable TExES Exams, and * Have taken all but 4 courses in the Educator Preparation Program. | | |
| **Course Objectives (CLOs):** *From your syllabus, list course-level objectives to be met in the course.*   * Create lesson plans that reflect standards- based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners. (CLO1) * Ensure high levels of learning, social-emotional development, and achievement outcomes for all students. (CLO2) * Match objectives and activities in the lesson plan and execution to relevant state standards aligned to content, discipline, and related pedagogy. (CLO3) * Establish effective classroom management routines and procedures the ensure a supportive learning environment, clear expectations for student behavior, and maximizes student learning. (CLO 4) * Use formal and informal methods aligned to instructional goals and course objectives using multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed. (CLO 5) * Demonstrate professionalism through reflective practices, individual development, acceptance of additional responsibilities, collaborate with colleagues, regular communication with stakeholders, and ethical conduct. (CLO6)   **Connection to Standards:**   |  |  |  | | --- | --- | --- | | **Assignment** | **AAQEP** | **PPR/Content** | | POP Cycles | Standards 1a-e; Standards 1a-f | EC-6: Competencies b-h  MS 4-8: Competencies b-h  Secondary 7-12: Competencies b-h  EC-12: Competencies 1-13 | | Dispositions | Standard 1f | EC-6: Competencies b-h  MS 4-8: Competencies b-h  Secondary 7-12: Competencies b-h  EC-12: Competencies 11-13 | | Context for Learning | Standard 1a, 1c  Standard 2b, 2d | EC-6: Competencies c and e  MS 4-8: Competencies c and e  7-12: Competencies c and e  EC-12: Competencies 5, 6 | | | |
| **Resources** -*What resources do students need to attain course-level objectives? -* ***Ref. in APA style***  *Textbook(s): Lemov, Doug. (2021) Teach Like a Champion 3.0. San Francisco, CA: Jossey-Bass.*  *Articles – No*  *Publishers/external videos/activities – No* | | |
| **Course Introduction:** *Welcome to PEDG 4320 Cardinal Residency! You will be engaged in a year-long residency with a highly effective mentor teacher selected and matched with each Cardinal Resident. You will be treated as one the new teachers to the district you are assigned to and will participate in new teacher orientation and professional development. You will participate in staff meetings, parent conferences, Open House, Title I Annual Meeting, and attend all other campus activities that your mentor teacher attends or participates in. You will adhere to the district calendar and will complete the entire school year with your assigned mentor teacher. It will be fast-paced, demanding year, but you will gain experience necessary to assume responsibility for your own classroom with confidence and competency.* | | |
| **Module/Week 1 – *Classroom Management Review***  *The first few weeks of the beginning of the school year are critical to establishing a positive, inclusive, and engaging classroom environment. The first week will be a review of the classroom management techniques Cardinal Residents have observed and/or implemented with mentor teacher during the start of the school year and their contribution of the establishment of classroom culture. (CLO2, CLO4).* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **Week 1 Learning Objectives**  **W1L01.** *Create a classroom environment that fosters a positive climate for learning, equity, and excellence. (CLO2)*  **W1L02.** *Establish, implement, and communicate consistent routines and high behavioral expectations for effective classroom management. (CLO2)*  **W1L03.** *Create a classroom environment where students are actively engaged in learning. (CLO4)*  **W1L04**. *Organize their classrooms in a safe and accessible manner that maximizes learning. (CLO4)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | **Readings:**   * *Lemov, Doug. (2021) Teach Like a Champion 3.0. San Francisco, CA: Jossey-Bass. (Chapter 10 Procedures and Routines, Chapter 11 High Behavioral Expectations)*   **Lecture:**   * *Importance of Establishing Rules and Procedures; Classroom Management Review*   **Activities:**   * [*Inspire Modules*](https://www.inspiresel.org/)*: Affirming Difference and Valuing Background; Basic Proactive Classroom Mgt Strategies; Causes of Misbehavior; Creating Classroom Rules; Creating Logical Consequences; Delivering Consequences; Designing Effective Procedures; Developing Behaviors for Cooperative Learning; Identifying Necessary Procedures; Teaching Procedures; Teaching Students Empathy; The Physical Environment of Your Classroom*   **Assignment:**   * *How to Establish Procedures and Routines handout****;*** *Teacher candidates will develop their own classroom management plan which identifies classroom procedures and routines that they will adopt and implement when they have their own classroom. This classroom management will be reassessed at the conclusion of their clinical residency. Assignment will be completed during the class. This assignment is not graded.* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | **Assessment:** n/a | |
| **Module/Week 2 – *Creating the Lesson Plan*** *It is essential that the teacher designs clear, well-organized, sequential lessons that reflect best practices, align with standards, reflect an understanding of relevant content, based on appropriate assessments, and meets the needs of diverse learners. The second week will focus on the development of high-quality lesson plans. (CLO1, CLO5)* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **Week 2 Learning Objectives**  **W2L01.** *Design clear, well organized, sequential lessons that build on students’ prior knowledge. (CLO1)*  **W2L02.** *Design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices. (CLO1)*  **W2L03.** *Design lessons to meet the needs of diverse learners, differentiating when appropriate. (CLO1)*  **W2L04.** *Unpack TEKS to gain clarity of the subject matter to be taught. (CLO1)*  **W2L05.** *Differentiate instruction to improve student learning based on progress monitoring. (CLO5)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | **Readings:**   * *Lemov, Doug. (2021) Teach Like a Champion 3.0. San Francisco, CA: Jossey-Bass. (Chapter 2 Lesson Preparation)* * *Angelo, Jenny (2023) BISD Instructional Playbook Revised. Beaumont, TX: BISD Curriculum & Instruction Department. (Pages 5-11)* * Armstrong, *P. (2016).* Bloom's Taxonomy. *Nashville, TN Vanderbilt University, The Center for Teaching*. * *Bloom’s Taxonomy Action Verbs Handout* * *Bloom’s Taxonomy Question Starters for Each Level Handout*   **Lecture:**   * *Mental Models and Purposeful Execution* * *Lesson Preparation and the Lesson Cycle* * *Writing the objective* * *Academic Language* * *Planning the assessment* * *Planning the activities*   **Activities:**   * [*Inspire Modules*](https://www.inspiresel.org/)*: Creating Multi-Sensory Experiences to Improve Memory; Design a Problem-Based Learning Experience; Giving Effective Praise; Structuring Academic Conversations; Structure Cooperative Learning; Elements of Lesson Opening; Elements of Lesson Closure; Giving Clear Directions for a Task; Using Bloom’s Taxonomy to Plan Questions*   **Assignment:**   * *Teacher candidates will create lesson plans during the class. Assignment will be completed during the class. This assignment is not graded.* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | **Assessment:** n/a | |
| **Module/Week 3 – *Preparation for POP Cycle and Introduction to the Student Perception Survey (SPS)***  *The Student Perception Survey assignment is designed as an action research project to learn more about your students and how to address their personal and academic needs. Overview of the POP Cycle is intended to ensure that teacher candidates are highly prepared, self-reflective practitioners who have the skills and knowledge needed to positively impact student learning for ALL students they are involved in a rigorous cycle of planning, observation, and reflective conferencing. (CLO2, CLO5, CLO6)* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **Week 3 Learning Objectives**  **W3L01.** *Understand how working memory and learning occurs. (CLO2)*  **W3L02.** *Accept responsibility for the growth of all of students. (CLO2)*  **W3L03.** *Collect and analyze relevant data to inform their instructional strategies utilized. (CLO5)*  **W3L04.** *Reflect on teaching practice to improve instructional effectiveness and engage in continuous professional improvement. (CLO6)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | **Readings:** n/a  **Lecture:**   * *Overview of POP Cycle (Preconference, Observation, and Post-Conference)* * *Introduction to Step 1: Student Perception Survey (SPS) Self-Assessment*   **Activities:**   * *Analysis the T-TESS Rubric* * *Identifying Evidence of Proficiency Levels* * *Planning for the Formal Observation of the POP Cycle* * *T-TESS Rubric Review* * ***Pre-Conference:*** *T-TESS Domain 1 Planning Your Lesson* * ***Observation:*** *T-TESS Domains 2 Instruction and 3 Classroom Environment* * *Evidence Collection & Reflection* * *Self-Score and Reflection* * ***Post-Conference:*** *Self-Reflection and Coaching* * *Professional Expectations T-TESS Domain 4 (PEDD)* * *SPS Yearlong Assignment*   **Assignments:** n/a | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | **Assessments:** n/a | |
| **Module/Week 4 – *Differentiation & Equitable Classroom Practices***  *Differentiation is the process of tailoring instruction to meet the individual needs of students. Teacher candidates will learn how to differentiate content, process, products, and the learning environment. Teacher Candidates will analyze the effectiveness of various equitable practices strategies observed and reflect on their implementation. (CLO1)* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **Week 4 Learning Objectives**  **W4L01.** *Differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans. (CLO1)*  **W4L02.** *Plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning. (CLO1)*  **W4L03.***Integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts. (CLO1)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | **Readings:** n/a  **Lecture:**   * *Overview of Differentiation* * *Differentiating Instruction to Meet Student Needs* * *Equitable Classroom Practices*   **Activities:**   * [*Inspire Modules*](https://www.inspiresel.org/)*: Differentiation Strategy: Performance Tasks, Differentiation Strategy: Student Choice; Preparing to Differentiate: Learner Profile; Preparing to Differentiate: Student Interest; Preparing to Differentiate: Student Readiness*   **Assignments:**   * *Differentiation based upon student learning needs; Assignment will be completed during the class. This assignment is not graded.* * *Equitable Classroom Practices Reflection assignment* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | * *Assignment type: Equitable Classroom Practices Assignment* * *Assignment description: Teacher candidates will identify equitable classroom activities observed while completing field experiences during the Teacher Preparation Program.* * *Assignment objectives: The purpose of the assignment is to encourage awareness of equitable practices utilized in classroom instruction and activities.* * *Assignment procedures: 1) Teacher candidates will identify the equitable classroom practices observed during field experiences in the teacher preparation program using the Equitable Classroom Practices Observation Checklist, 2) Answers the questions in the assignment.* * *Assignment deadline: Upload your completed lesson plan to Blackboard by Friday of week 4, 11:59 p.m.* * *Assignment grading: 5 maximum points for this assignment. Grading rubric is provided in Assignment on Blackboard. The criteria are focused on reasoning & analysis, focus on topic, and mechanicals, usages, and grammars (MUGs). Each area will be evaluated with exemplary level (5 possible points), proficient level 2.5 possible points), below expectations level (0 possible points).* * *Feedback: will be provided on Blackboard to individual students.* | |
| **Module/Week 5 – *Introduction to Social Emotional Learning and Student Perception Survey (SPS) (Step 2)***  *Teacher candidates will become familiar with the competencies of social and emotional learning, including self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. This will assist the teacher candidate as they implement step 2 of the SPS. (CLO2)* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **Week 5 Learning Objectives**  **W5L01.** *Set high expectations for student performance within the context of social and emotional learning supports. (CLO2)*  **W5L02.***Facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development. (CLO2)*  **W5L03.***Purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth. (CLO2)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | **Readings:**   * *Lemov, Doug. (2021) Teach Like a Champion 3.0. San Francisco, CA: Jossey-Bass. (Chapter 12 Building Student Motivation and Trust)*   **Lecture:**   * *Social Emotional Learning and School Culture* * *Connecting to Students* * *What is a Student Perception Survey*   **Activities:**   * *Behavior Specialist Visit*   **Assignment:**   * *Social-Emotional Learning Assignment – Part 1 Implications and Intervention Selection* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | * *Assignment type: Social Emotional Learning Assignment* * *Assignment description: The SEL assignment is designed as an action research project to learn more about your students and strategies that can be used to build a positive social emotional classroom environment.* * *Assignment objectives: Teacher candidates will be able to identify student needs and implement strategies and interventions that contribute to building a classroom community that supports a positive social-emotional environment.* * *Assignment procedures: The SEL assignment is divided into the following segments.*    + *Part 1 Contextual Information and Planning the Intervention,*     - *Teacher candidates will complete Part 1 of the SEL assignment Week 5*     - *Teacher candidates will begin implementing intervention(s) Week 5*   + *Part 2 Progress Monitoring, and*      - *Teacher candidates will document progress of intervention(s)*       * *Progress monitoring 1 Week 9*       * *Progress monitoring 2 Week 11*       * *Progress monitoring 3 Week 13*   + *Part 3 Results of Interventions.*      - *Reflection and Take-Aways from Intervention(s) Week 14* * *Assignment deadline:*    + *Part 1: Upload the Part 1 section of the SEL assignment to Blackboard by Friday of week 7, 11:59 p.m.*   + *Part 2: Upload Progress Monitoring 1 by Friday of Week 9, 11:59 p.m.*   + *Part 2: Upload Progress Monitoring 2 by Friday of Week 11, 11:59 p.m.*   + *Part 2: Upload Progress Monitoring31 by Friday of Week 13, 11:59 p.m.*   + *Part 3: Upload Results of Interventions by Friday of Week 14, 11:50 p.m.* * *Assignment grading: 10 maximum points for this assignment. Grading rubric is provided in the Assignment on Blackboard. The criteria are focused on thoroughly completed assignment segment (4 pts), mostly completed assignment segment (3 pts), somewhat completed assignment segment (2 pts), little description provided (1 pt.), and did not turn in assignment segment 0 pts).* * *Feedback: will be provided on Blackboard to individual students.* | |
| **Module/Week 6 – *Introduction of Lesson Structures;* *Mini-Teaching, Self-Reflection, and Coaching***  *Lesson Structures vary dependent upon the competency level of the learner(s). Teacher candidates will learn how to design lessons based upon varied competencies. The Mini-Teach, Self-Reflection, and Coaching Visit will provide the teacher candidate with real-world experience in self-evaluation and reflection focused on personal continuous improvement****.*** *(CLO6)* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **Week 6 Learning Objectives**  **W6L01.** *Reflect on strengths and professional learning needs, using this information to develop action plans for improvement. (CLO6)*  **W6L02.** *Solicit feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development. (CLO6)*  **W6L03.** *Establish and strive to achieve professional goals to strengthen their instructional effectiveness. (CLO6)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | **Readings:**   * *Lemov, Doug. (2021) Teach Like a Champion 3.0. San Francisco, CA: Jossey-Bass. (Chapter* 5 *Lesson Structures)*   **Lecture:**   * *Lesson Structures* * *Mini-Teaching and Self-Reflection* * *Prepare Coaching Visit* * *Supporting Special Populations*   **Activities:**   * [*Inspire Modules*](https://www.inspiresel.org/)*: Strategies to Address Specific Learning Disabilities in Reading; Strategies to Address Specific Learning Disabilities in Writing; Supporting Students with ADHD; Organizing Information to Improve Memory Retention; Engaging Emotions to Improve Memory Retention; Combatting Cognitive Overload* * *Director of Special Education Visit*   **Assignments:**   * *Mini-Teach, Self-Reflection, and Coaching assignment* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | * *Assignment type: Mini-Teach Self-Reflection Assignment* * *Assignment description: Teacher candidates will plan and conduct a mini-teach session of 5-10 minutes focusing on an actual, specific teaching episode.* * *Assignment objectives: The purpose of the Mini-Teach and Self Reflection is to give the Cardinal Resident an opportunity to grow as an educator and a reflective practitioner.* * *Assignment procedures: Teacher candidates will collaborate with the Mentor Teacher to determine what the focus of the mini-teach will be. The teacher candidate will then plan the mini-teach. The mini-teach can focus on whole group, small group, or with individual students in the teacher candidates’ actual placement. Teacher candidates may teach particular skills, extend previous learning, create interest in a topic and generate questions, or introduce strategies. The mini-teach will be recorded and the recording provided to the Site Coordinator. The mini-teach and self-reflection should be completed in preparation for the Coaching Visit on Zoom with your Site Coordinator* * *Assignment deadline: The Mini-Teach and Self-Reflection is due on Blackboard by Friday of Week 6, 11:59 p.m. The coaching visit should have been conducted before uploading the assignment.* * *Assignment grading: 10 maximum points for this assignment. Grading rubric is provided in the Assignment posted on Blackboard. The criterion for grading includes the video uploaded to the Site Coordinator (4 pts), completion of the 4 reflection questions (4 pts), and meeting with Site Coordinator for coaching visit (2 pts).* * *Feedback: will be provided during the coaching visit and on Blackboard to individual teacher candidates.* | |
| **Module/Week 7 - *Lesson Pacing, Student Perception Survey (SPS) Assignments, and POP Cycle #1***  *Student engagement is affected by the pacing of instruction which includes varying the types of activities students engage in during a lesson, managing those activities and transitions between them, and determining the rate of change of activities. Strategic pacing increases student engagement. Continue discussion of students’ perception of Teacher Candidates’ performance and how to address the SEL needs of students. The purpose of the formal POP Cycle is to give the Cardinal Residents an opportunity to grow as educators and reflective practitioners. (CLO2, CLO4, CLO5, CLO6)* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **Week 7 Learning Objectives**  **W7L01.***Create a community of learners in an inclusive environment that views differences in learning and background as educational assets. (CLO2)*  **W7L02.** *Set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments. (CLO5)*  **W7L03.** *Combine results from multiple measures to develop a holistic picture of students' strengths and learning needs. (CLO5)*  **W7L04.** *Engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs. (CLO6)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | **Readings:**   * *Lemov, Doug. (2021) Teach Like a Champion 3.0. San Francisco, CA: Jossey-Bass. (Chapter 6 Pacing)*   **Lecture:**   * *Lesson Pacing*   **Activities:**   * *Provide students time to work on assignments* * *Site Coordinator will complete Professional Ethics Demeanor and Development (PEDD) for Cardinal Residents and conference with each resident.*   **Assignments:**   * *First formal observation using the POP Cycle* * *Step 3: SPS Pre-Assessment Administration. This assignment is not graded.* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | * *Assignment type: First formal observation POP Cycle* * *Assignment description: Teacher candidates will plan and conduct a complete lesson cycle for a minimum of 45 minutes.* * *Assignment objectives: The purpose of the formal POP Cycle is to give the Cardinal Resident an opportunity to grow as an educator and a reflective practitioner.* * *Assignment procedures: (1) Teacher candidates will collaborate with the Mentor Teacher to determine what the focus of the formal observation will be. (2) The teacher candidate will then plan and create the lesson plan. (3) The teacher candidate will schedule a pre-conference meeting with the Site Coordinator to review the lesson plan using the LU Lesson Planning Assessment document. (3) The teacher candidate schedules the observation in collaboration with the Mentor Teacher and Site Coordinator. (4) The formal observation is conducted. (5) The Site Coordinator provides the Teacher Candidate with the LU TTESS Rubric. 65) The Site Coordinator schedules and hosts the post-conference with the Teacher Candidate to review performance. (6) The Site Coordinator sends copies of both the LU Lesson Planning Assessment document and the LU TTESS Rubric to the Teacher Candidate, Mentor Teacher, and Campus Principal with a brief email of an overview of the observation. (7) The Teacher Candidate discusses the results with the Mentor Teacher. (8) The Teacher Candidate provides a reflection for the first formal observation to the Site Coordinator.* * *Assignment deadline: The POP Cycle should be completed by Friday of Week 7, 11:59 p.m. All observation documents should be uploaded by Sunday of Week 8, 11:59 p.m.* * *Assignment grading: Teacher candidate can earn 5 maximum points for the LU Lesson Planning Assessment for each observation for a total of 10 points for the semester. Teacher candidate can earn 20 maximum points for the LU TTESS Rubric for each observation for a total of 40 points for the semester. POP Cycle documents are provided on Blackboard. The criterion for grading is based upon the T-TESS rubric and AAQEP standards.* * *Feedback: will be provided during the post-conference meeting and on Blackboard to individual teacher candidates.* | |
| **Module/Week 8 – *PEDD Evaluation by Site Coordinator &* *Providing Academic Feedback***  *Teacher Candidates will be able to identify student behaviors to look for as they assess academic progress and utilize high-quality feedback to encourage student reflection, thinking, and ownership of learning. (CLO1, CLO5)* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **Week 8 Learning Objectives**  **W8L01.** *Consistently check for understanding, provide immediate feedback, and make lesson adjustments as necessary. (CLO1)*  **W8L02.** *Communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts. (CLO1)*  **W8L03.** *Involve all students in self-assessment, goal setting, and monitoring progress. (CLO5)*  **W8L04.** *Provide immediate feedback to students to reinforce their learning and ensure that they understand key concepts. (CLO1)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | **Readings:**   * *Lemov, Doug. (2021) Teach Like a Champion 3.0. San Francisco, CA: Jossey-Bass. (Chapter 3 Check for Understanding, Chapter 4 Academic Ethos)* * *Angelo, Jenny (2023) BISD Instructional Playbook Revised. Beaumont, TX: BISD Curriculum & Instruction Department. (Page 11)*   **Lecture:**   * *Techniques for Providing Academic Feedback*   **Activities:**   * *Academic Feedback 2* * *Analysis of Academic Feedback of Student Work*   **Assignments:**   * *Site Coordinator will complete Professional Ethics Demeanor and Development (PEDD) for Cardinal Residents and conference with each resident.* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | **Assessments:** n/a | |
| **Module/Week 9 –*Social Emotional Learning Progress Monitoring #1 and Student Perception Survey (SPS)***  *Teacher Candidates will analyze their SEL results/data and SPS the plan for whole group and small group interventions****.*** *(CLO5)* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **Week 9 Learning Objectives**  **W9L01.** *Regularly collect, review, and analyze data to monitor student progress. (CLO5)*  **W9L02.** *Implement both formal and informal methods of measuring student progress. (CLO5)*  **W9L03.** *Analyze and review data in a timely, thorough, accurate, and appropriate manner to monitor student learning. (CLO5)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | **Readings:** n/a  **Lecture:** n/a  **Web Conferencing:** n/a  **Activities:**   * *Provide students time to work on assignments*   **Assignments:**   * *SEL Assignment - Progress Monitoring 1* * *Step 4: SPS Plan and Implement Interventions. This assignment is not graded.* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | * *Assignment type: Social Emotional Learning Assignment* * *Assignment description: The SEL assignment is designed as an action research project to learn more about your students and strategies that can be used to build a positive social emotional classroom environment.* * *Assignment objectives: Teacher candidates will be able to identify student needs and implement strategies and interventions that contribute to building a classroom community that supports a positive social-emotional environment.* * *Assignment procedures: The SEL assignment is divided into the following segments.*    + *Part 1 Contextual Information and Planning the Intervention,*     - *Teacher candidates will complete Part 1 of the SEL assignment Week 7*     - *Teacher candidates will begin implementing intervention(s) Week 7*   + *Part 2 Progress Monitoring, and*      - *Teacher candidates will document progress of intervention(s)*       * *Progress monitoring 1 Week 9*       * *Progress monitoring 2 Week 11*       * *Progress monitoring 3 Week 13*   + *Part 3 Results of Interventions.*      - *Reflection and Take-Aways from interventions Week 14* * *Assignment deadline:*    + *Part 1: Upload the Part 1 section of the SEL assignment to Blackboard by Friday of week 7, 11:59 p.m.*   + *Part 2: Upload Progress Monitoring 1 by Friday of Week 9, 11:59 p.m.*   + *Part 2: Upload Progress Monitoring 2 by Friday of Week 11, 11:59 p.m.*   + *Part 2: Upload Progress Monitoring31 by Friday of Week 13, 11:59 p.m.*   + *Part 3: Upload Results of Interventions by Friday of Week 14, 11:59 p.m.* * *Assignment grading: 10 maximum points for this assignment. Grading rubric is provided in the Assignment on Blackboard. The criteria are focused on thoroughly completed assignment segment (4 pts), mostly completed assignment segment (3 pts), somewhat completed assignment segment (2 pts), little description provided (1 pt.), and did not turn in assignment segment 0 pts).* * *Feedback: will be provided on Blackboard to individual students.* | |
| **Module/Week 10 –*Planning for High-Level Questioning and 2nd Mini-Teach, Self-Reflection, & Coaching Visit***  *Teacher Candidates will identify appropriately challenging, engaging, and effective questions to stimulate peer discussion and encourage students to explore and refine their understanding of content****.*** *The Mini-Teach, Self-Reflection, and Coaching Visit will provide the teacher candidate with real-world experience in self-evaluation and reflection focused on personal continuous improvement****.*** *Teacher Candidates will be prepared to discuss their 2nd Mini-Teach outcomes. (CLO1, CLO6)* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **Week 10 Learning Objectives**  **W10L01.** *Promote complex, higher-order thinking through class discussions and instructional activities. (CLO1)*  **W10L02.** *Ensure that the learning environment features a high degree of student engagement through student-centered focus (CLO1)*  **W10L03.** *Adjust content delivery in response to student progress to maximize student engagement. (CLO1)*  **W10L04.** *Reflect on strengths and professional learning needs, using this information to develop action plans for improvement. (CLO6)*  **W10L05.** *Solicit feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development. (CLO6)*  **W10L06.** *Establish and strive to achieve professional goals to strengthen their instructional effectiveness. (CLO6)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | **Readings:**   * *Lemov, Doug. (2021) Teach Like a Champion 3.0. San Francisco, CA: Jossey-Bass. (Chapter 7 Building Ration Through Questioning), Chapter 9 Building Ratio Through Discussion)* * *Angelo, Jenny (2023) BISD Instructional Playbook. Beaumont, TX: BISD Curriculum & Instruction Department. (Page 25-27)* * *Costa’s Levels of Questioning*   **Lecture:**   * *Impact of High-Level Questioning*   **Web Conferencing:** n/a  **Activities:**   * *Adapt lesson plan to address 3 levels of questioning*   **Assignments:**   * *Mini-Teach, Self-Reflection, and Coaching assignment* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | * *Assignment type: Mini-Teach Self-Reflection assignment* * *Assignment description: Teacher candidates will plan and conduct a mini-teach session of 5-10 minutes focusing on an actual, specific teaching episode.* * *Assignment objectives: The purpose of the Mini-Teach and Self Reflection is to give the Cardinal Resident an opportunity to grow as an educator and a reflective practitioner.* * *Assignment procedures: Teacher candidates will collaborate with the Mentor Teacher to determine what the focus of the mini-teach will be. The teacher candidate will then plan the mini-teach. The mini-teach can focus on whole group, small group, or with individual students in the teacher candidates’ actual placement. Teacher candidates may teach particular skills, extend previous learning, create interest in a topic and generate questions, or introduce strategies. The mini-teach and self-reflection should be completed in preparation for the Coaching Visit on Zoom with your Site Coordinator* * *Assignment deadline: The Mini-Teach and Self-Reflection is due on Blackboard by Friday of Week 6, 11:59 p.m. The coaching visit should have been conducted before uploading the assignment.* * *Assignment grading: 10 maximum points for this assignment. Grading rubric is provided in the Assignment posted on Blackboard. The criterion for grading includes the video uploaded to the Site Coordinator (4 pts), completion of the 4 reflection questions (4 pts), and meeting with Site Coordinator for coaching visit (2 pts).* * *Feedback: will be provided during the coaching visit and on Blackboard to individual teacher candidates.* | |
| **Module/Week 11 –*Social Emotional Learning Progress Monitoring #2 and Student Perception Survey (SPS)***  *Teacher Candidates will analyze results of interventions and adjust as needed****.*** *(CLO1, CLO5)* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **Week 11 Learning Objectives**  **W11L01.** *Monitor and assess student progress to ensure that student needs are met. (CLO1)*  **W11L02.** *Employ varied methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge. (CLO5)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | **Readings:**   * *Lemov, Doug. (2021) Teach Like a Champion 3.0. San Francisco, CA: Jossey-Bass. (Chapter 8 Building Ratio Through Writing)*   **Lecture:**   * *Impact of Writing on Student Achievement* * *Update of SEL and SPS Assignments*   **Activities:**   * *Students present results of interventions for SEL and SPS*   **Assignments:**   * *SEL Assignment – Progress Monitoring 2* * *Step 5: SPS Progress Monitoring of Interventions. This assignment is not graded.* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | * *Assignment type: Social Emotional Learning Assignment* * *Assignment description:* The SEL assignment is designed as an action research project to learn more about your students and strategies that can be used to build a positive social emotional classroom environment. * *Assignment objectives: Teacher candidates will be able to identify student needs and implement strategies and interventions that contribute to* building a classroom community that supports a positive social-emotional environment. * *Assignment procedures: The SEL assignment is divided into the following segments.*    + *Part 1 Contextual Information and Planning the Intervention,*     - *Teacher candidates will complete Part 1 of the SEL assignment Week 7*     - *Teacher candidates will begin implementing intervention(s) Week 7*   + *Part 2 Progress Monitoring, and*      - *Teacher candidates will document progress of intervention(s)*       * *Progress monitoring 1 Week 9*       * *Progress monitoring 2 Week 11*       * *Progress monitoring 3 Week 13*   + *Part 3 Results of Interventions.*      - *Reflection and Take-Aways from interventions Week 14* * *Assignment deadline:*    + *Part 1: Upload the Part 1 section of the SEL assignment to Blackboard by Friday of week 7, 11:59 p.m.*   + *Part 2: Upload Progress Monitoring 1 by Friday of Week 9, 11:59 p.m.*   + *Part 2: Upload Progress Monitoring 2 by Friday of Week 11, 11:59 p.m.*   + *Part 2: Upload Progress Monitoring31 by Friday of Week 13, 11:59 p.m.*   + *Part 3: Upload Results of Interventions by Friday of Week 14, 11:50 p.m.* * *Assignment grading: 10 maximum points for this assignment. Grading rubric is provided in the Assignment on Blackboard. The criteria are focused on thoroughly completed assignment segment (4 pts), mostly completed assignment segment (3 pts), somewhat completed assignment segment (2 pts), little description provided (1 pt.), and did not turn in assignment segment 0 pts).* * *Feedback: will be provided on Blackboard to individual students.* | |
| **Module/Week 12 – *Identifying Equitable Practices in the Classroom***  *Teacher Candidates will identify equitable practices they have implemented during the first semester of their residency placement****.*** *(CLO4)* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **Week 12 Learning Objectives**  **W12L01.** *Embrace student backgrounds and experiences as an asset in their learning environment. (CLO4)*  **W12L02.** *Cultivate student ownership in developing classroom culture and norms. (CLO4)*  **W12L03.** *Organize the physical environment of the classroom to accommodate the different learning needs of students. (CLO4)*  **W12L04.** *Maintain and facilitate respectful, supportive, positive, and productive interactions with and among students. (CLO4)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | **Readings:** n/a  **Lecture:**   * *Identifying Equitable Practices*   **Activities:**   * *Group reflection on Equitable Practices observations and reflection*   **Assignments:**   * *Equitable Practices Assignment. This assignment is not graded.* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | * *Assignment type: Equitable Classroom Practices Assignment* * *Assignment description: Teacher candidates will identify equitable classroom activities that they have put into practice during their first semester of residency.* * *Assignment objectives: The purpose of the assignment is to encourage awareness of equitable practices utilized in classroom instruction and activities.* * *Assignment procedures: 1) Teacher candidates will identify the equitable classroom practices they have put into practice during their first semester of residency using the Equitable Classroom Practices Observation Checklist, 2) Answers the questions in the assignment.* * *Assignment deadline: Upload your completed lesson plan to Blackboard by Sunday of Week 12, 11:59 p.m.* * *Assignment grading: 5 maximum points for this assignment. Grading rubric is provided in Assignment on Blackboard. The criteria are focused on reasoning & analysis, focus on topic, and mechanicals, usages, and grammars (MUGs). Each area will be evaluated with exemplary level (5 possible points), proficient level 2.5 possible points), below expectations level (0 possible points).* * *Feedback: will be provided on Blackboard to individual students.* | |
| **Module/Week 13 –*Social Emotional Learning* *Progress Monitoring #3 and Reflections and Take-Aways from Social Emotional Learning***  *Teacher Candidates will analyze results of interventions and adjust as needed****.*** *(CLO4)* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **Week 13 Learning Objectives**  **W13L01.** *Create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds. (CLO4)*  **W13L02.** *Establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences. (CLO4)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | **Readings:** n/a  **Lecture:**   * *Social Emotional Learning*   **Activities:**   * *Provide students time to work on assignments*   **Assignments:**   * *SEL Assignment – Progress Monitoring 3* * *Second formal observation using the POP Cycle* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | * ***Assignment type: Social Emotional Learning Assignment Progress Monitoring #3*** * *Assignment description: The SEL assignment is designed as an action research project to learn more about your students and strategies that can be used to build a positive social emotional classroom environment.* * *Assignment objectives: Teacher candidates will be able to identify student needs and implement strategies and interventions that contribute to building a classroom community that supports a positive social-emotional environment.* * *Assignment procedures: The SEL assignment is divided into the following segments.*    + *Part 1 Contextual Information and Planning the Intervention,*     - *Teacher candidates will complete Part 1 of the SEL assignment Week 7*     - *Teacher candidates will begin implementing intervention(s) Week 7*   + *Part 2 Progress Monitoring, and*      - *Teacher candidates will document progress of intervention(s)*       * *Progress monitoring 1 Week 9*       * *Progress monitoring 2 Week 11*       * *Progress monitoring 3 Week 13*   + *Part 3 Results of Interventions.*      - *Reflection and Take-Aways from interventions Week 14* * *Assignment deadline:*    + *Part 1: Upload the Part 1 section of the SEL assignment to Blackboard by Friday of week 7, 11:59 p.m.*   + *Part 2: Upload Progress Monitoring 1 by Friday of Week 9, 11:59 p.m.*   + *Part 2: Upload Progress Monitoring 2 by Friday of Week 11, 11:59 p.m.*   + *Part 2: Upload Progress Monitoring31 by Friday of Week 13, 11:59 p.m.*   + *Part 3: Upload Results of Interventions by Friday of Week 14, 11:50 p.m.* * *Assignment grading: 10 maximum points for this assignment. Grading rubric is provided in the Assignment on Blackboard. The criteria are focused on thoroughly completed assignment segment (4 pts), mostly completed assignment segment (3 pts), somewhat completed assignment segment (2 pts), little description provided (1 pt.), and did not turn in assignment segment 0 pts).* * *Feedback: will be provided on Blackboard to individual students.* * ***Assignment type: Social Emotional Learning Assignment Reflections and Take-Aways*** * *Assignment description: The SEL assignment is designed as an action research project to learn more about your students and strategies that can be used to build a positive social emotional classroom environment.* * *Assignment objectives: Teacher candidates will be able to identify student needs and implement strategies and interventions that contribute to building a classroom community that supports a positive social-emotional environment.* * *Assignment procedures: The SEL assignment is divided into the following segments.*    + *Part 1 Contextual Information and Planning the Intervention,*     - *Teacher candidates will complete Part 1 of the SEL assignment Week 7*     - *Teacher candidates will begin implementing intervention(s) Week 7*   + *Part 2 Progress Monitoring, and*      - *Teacher candidates will document progress of intervention(s)*       * *Progress monitoring 1 Week 9*       * *Progress monitoring 2 Week 11*       * *Progress monitoring 3 Week 13*   + *Part 3 Results of Interventions.*      - *Reflection and Take-Aways from interventions Week 14* * *Assignment deadline:*    + *Part 1: Upload the Part 1 section of the SEL assignment to Blackboard by Friday of week 7, 11:59 p.m.*   + *Part 2: Upload Progress Monitoring 1 by Friday of Week 9, 11:59 p.m.*   + *Part 2: Upload Progress Monitoring 2 by Friday of Week 11, 11:59 p.m.*   + *Part 2: Upload Progress Monitoring31 by Friday of Week 13, 11:59 p.m.*   + *Part 3: Upload Results of Interventions by Friday of Week 14, 11:59 p.m.* * *Assignment grading: 10 maximum points for this assignment. Grading rubric is provided in the Assignment on Blackboard. The criteria are focused on thoroughly completed assignment segment (4 pts), mostly completed assignment segment (3 pts), somewhat completed assignment segment (2 pts), little description provided (1 pt.), and did not turn in assignment segment 0 pts).* * *Feedback: will be provided on Blackboard to individual students.* | |
| **Module/Week 14 – *POP Cycle #2***  *The purpose of the formal POP Cycle is to give the Cardinal Residents an opportunity to grow as educators and reflective practitioners. (CLO 2, CLO5, CLO6)* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **Week 14 Learning Objectives**  **W14L01.** *Regularly collect, review, and analyze data to monitor student progress. (CLO5)*  **W14L02.** *Design instruction and differentiate activities to improve student learning based on assessment outcomes. (CLO5)*  **W7L03.** *Engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs. (CLO6)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | **Readings:** n/a  **Lecture:** n/a  **Activities:**   * *Teacher Candidates will be provided time to complete assignments*   **Assignments:**   * *POP Cycle #2* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | * *Assignment type: Second formal observation POP Cycle* * *Assignment description: Teacher candidates will plan and conduct a complete lesson cycle for a minimum of 45 minutes.* * *Assignment objectives: The purpose of the formal POP Cycle is to give the Cardinal Resident an opportunity to grow as an educator and a reflective practitioner.* * *Assignment procedures: (1) Teacher candidates will collaborate with the Mentor Teacher to determine what the focus of the formal observation will be. (2) The teacher candidate will then plan and create the lesson plan. (3) The teacher candidate will schedule a pre-conference meeting with the Site Coordinator to review the lesson plan using the LU Lesson Planning Assessment document. (3) The teacher candidate schedules the observation in collaboration with the Mentor Teacher and Site Coordinator. (4) The formal observation is conducted. (5) The Site Coordinator provides the Teacher Candidate with the LU TTESS Rubric. 65) The Site Coordinator schedules and hosts the post-conference with the Teacher Candidate to review performance. (6) The Site Coordinator sends copies of both the LU Lesson Planning Assessment document and the LU TTESS Rubric to the Teacher Candidate, Mentor Teacher, and Campus Principal with a brief email of an overview of the observation. (7) The Teacher Candidate discusses the results with the Mentor Teacher. (8) The Teacher Candidate provides a reflection for the first formal observation to the Site Coordinator.* * *Assignment deadline: The POP Cycle should be completed by Friday of Week 13, 11:59 p.m. All observation documents should be uploaded by Sunday of Week 14, 11:59 p.m.* * *Assignment grading: Teacher candidate can earn 5 maximum points for the LU Lesson Planning Assessment for each observation for a total of 10 points for the semester. Teacher candidate can earn 20 maximum points for the LU TTESS Rubric for each observation for a total of 40 points for the semester. POP Cycle documents are provided on Blackboard. The criterion for grading is based upon the T-TESS rubric and AAQEP standards.*   *Feedback: will be provided during the post-conference meeting and on Blackboard to individual teacher candidates* | |
| **Module/Week 15 – *Celebrations and Review of Learnings over First Semester & PEDDs***  *Teacher candidates will demonstrate professionalism through reflective practices, individual development, acceptance of additional responsibilities, collaborate with colleagues, regular communication with stakeholders, and ethical conduct. (CLO6)* | | |
| **Objectives** *List objectives used in this module.*  ***All objectives must be******per QM.***  ***Align each module objective with course-level objective(s).*** | **Week 15 Learning Objectives**  **W15L01.** *Become reflective practitioners to improve their instructional effectiveness and engage in continuous professional learning. (CLO6)*  **W15L02.** *Teachers collaborate with their colleagues and are open to constructive feedback from peers and administrators. (CLO6)* | |
| **Resources**  *Which textbook(s), articles, guides, etc. are students using?*  ***All readings must be ADA compliant. --***  *List intro, topics/titles of videos, audios, lectures, presentations, etc.*  ***All audios must be transcribed; all videos must be closed-captioned.***  **--**  *Which system are you using? Bb Collaborate, Adobe Connect, etc.*  ***Access, schedule, recordings.*** | **Readings:** n/a  **Lecture:**   * *Review of Learnings over first semester*   **Activities:**   * *Cardinal Residents complete Professional Ethics Demeanor and Development (PEDD) and discuss with classmates.*   **Assignments:**   * *Site Coordinator will complete Professional Ethics Demeanor and Development (PEDD) for Cardinal Residents for a maximum of 10 points.* | |
| **Assessments**  *List* ***assignment type, description, objective(s), procedures, deadlines, grading, how feedback will be provided, etc.*** | **Assessments:** n/a | |
| ***Alternative Assignments (UDL)*** | *What formats could students use to fulfill weekly activities/assignments (e.g., groupwork, scaffolded written paper, audio guide, video report, recorded presentation)?* | |
| **Other/Faculty Use** | *Announcement, Grading Rubric, external contributors, etc.* | |