

COURSE SYLLABUS

Course: Motivating Underachievers with RTI and DI

Presenters: Carolyn Coil

Credits: 3 Graduate Credits

Course Overview

Every classroom teacher looks for ways to motivate, teach, and assess unmotivated students, those who are not working to their potential. In this practical, hands-on course, Dr. Carolyn Coil helps educators design interventions that help unmotivated students improve academic achievement and classroom behavior. She analyzes causes for underachievement, then helps teachers in the classroom identify the various learning styles and modalities that help students overcome their challenges. Early in the course, she explains why assessment is a critical aspect of differentiating instruction and focuses on assessment tools, Progress Monitoring Forms, Achiever Rubrics, and learning checklists that serve as tools to track what is working with individual students and what is not.

Dr. Coil's approach is both strategic and pragmatic. She demonstrates how differentiated instruction [DI] incorporates different levels of learning, adjustments in timing, and setting expectations for students involved in different classroom activities requiring different skills, each according to his or her needs. She shows how Response to Intervention [RTI] provides for targeted interventions, academic and behavioral screening for all students, and frequent monitoring of particular students.

Finally, Dr. Coil demonstrates how assessment informs instructional plans, providing hands-on strategies for developing standards-related criteria to measure student product and performance. After completing this course, participants will have an excellent blueprint for implementing both differentiated instruction and RTI in their classrooms, helping their students to become lifelong and motivated learners.

Presenters' Bios

Carolyn Coil, who earned her Ed.D. in Educational Leadership at the University of Southern Florida, is an internationally known speaker, author, trainer, consultant and educator. Dr. Coil works with teachers, parents, and students offering practical strategies for raising student achievement, differentiating curriculum, implementing a variety of assessment strategies, and dealing with the problems and challenges associated with preparing ourselves and our children for living and working in the 21st century. Dr. Coil has worked in the field of education and training for over 30 years. She currently teaches courses in gifted and talented education and does workshops for schools and school districts on a wide variety of topics. She has been an adjunct professor at several different universities and has worked in the United States, Australia, New Zealand, Hong Kong, Bermuda, the Marshall Islands, Spain, Germany, Ecuador, Croatia, and South Korea.



Objectives

After completing this course, educators will know:

- The elements of a well-designed differentiated instructional program for their students
- The distinctions between differentiated instruction [DI] and a response to intervention [RTI], and how to apply the various strategies of each approach to their student populations

Student Learning Outcomes

After completing this course, educators will be able to design a classroom program that:

- Motivates every student to maximize his or her potential, to close any academic gaps that exist, and to become an achiever, potentially a lifelong learner
- Incorporates a multitude of tools and strategies to best target every student in a differentiated program, also based on principles of RTI [Response to Intervention]

Unit 1: Underachievement Prototypes and RTI

This first unit defines underachievement. Dr. Coil challenges educators to focus on underachievement as academic in nature, but caused by behavioral issues. She demonstrates how educators can effectively use the three-tier Response to Intervention (RTI) system to improve the performance of underachievers. By the end of this unit, educators will know how to use the RTI Progress Monitoring Form to help more students close the gaps between their abilities and their performance.

Unit Objectives

After completing this unit, educators will know:

- How to use Response to Intervention (RTI) and the Progress Monitoring Form to design interventions to help underachieving students

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Identify their cohort of underachieving students
- Use the Progress Monitoring form to apply intervention strategies to targeted underachieving students
- Assess the success of specific intervention strategies and adjust accordingly



Reading: *Motivating Underachievers* – Chapter 1

Participants read Chapter 1 in Coil’s book, *Motivating Underachievers*, and address relevant issues in a reflection question format.

Unit 2: Students Who Lack Goals and Fear Failure

In this unit, Dr. Coil helps educators to identify the issues of goal-setting and uses worst-case scenarios to help students set realistic goals. She then examines issues regarding underachievers’ fears of failure. Educators learn to select specific research-based interventions and to apply RTI forms to target those particular areas.

Unit Objectives

After completing this unit, educators will know:

- How to help students set appropriate goals and overcome fears of failure

Student Learning Outcomes

After completing this unit, educators will be able to:

- Use the RTI Progress Monitoring form to apply intervention strategies to students who lack goals and/or fear failure
- Assess the success of specific intervention strategies and adjust accordingly

Unit 3: Motivating the Unmotivated

Motivating unmotivated students has always been a challenge to teachers. In this unit, educators learn to identify—and help students to identify—their preferred learning styles and modalities and then teach to them. Dr. Coil introduces an Achiever Rubric to assess students’ self-confidence, goal-setting, motivation, organizational skills, and study skills. By the end of the unit, educators will have a variety of practical tools to help assess and encourage their unmotivated students.

Unit Objectives

After completing this unit, educators will know:

Why teaching to students’ preferred learning styles and modalities motivates them

- How to use a variety of checklists, rubrics, and other forms to motivate students and to help them identify their own learning and organizational needs



Student Learning Outcomes

After completing this unit, educators will be able to:

- Identify the learning styles and modalities of students in their cohort
- Use test scores to identify gaps in students' learning
- Use Dr. Coil's Organization Quiz to assess students' organizational deficits
- Use Dr. Coil's Achiever Rubric to help students self-monitor their progress in five areas: self-confidence, goal-setting, motivation, organizational skills, and study skills

Reading: *Motivating Underachievers* – Chapter 3, and *Becoming an Achiever* – Steps 4 and 5

Participants read Chapter 3 in Coil's *Motivating Underachievers*, and Steps 4 and 5 in Coil's *Becoming an Achiever* addressing relevant issues in a reflection question format.

Unit 4: Encouraging Achievement: Challenge, Persistence, and Responsibility

In this unit, Dr. Coil is strategy-focused as she explains that achievement comes from challenge, persistence, and building responsibility in students. She describes typical mindsets that lead to underachievement in school and how a teacher can counteract those attitudes. She also offers practical methods to help students take on some of the responsibility for their own learning.

Unit Objectives

After completing this unit, educators will know:

- How to counter students' destructive attitudes about learning
- How to encourage students to persist despite repeated failure
- How to help students accept academic challenges and take responsibility for their own learning

Student Learning Outcomes

After completing this unit, educators will be able to:

- Recognize and reverse the negative mindsets that hold students back
- Establish appropriately high expectations for students
- Apply strategies to help students manage stress
- Model for students how to apply self-evaluation strategies
- Develop student decision-making to promote learning



Unit 5: RTI and Differentiated Instruction: How Do They Work Together?

In this unit, Dr. Coil explains the overlap between Differentiated Instruction [DI] and Response to Intervention [RTI], two methodologies designed to meet students' distinct needs during their school years and to prepare them for the years after. Both offer different ways for students to learn according to their needs. Both aid in assessing what students know. Both modify activities for different learning styles and modalities and adapt to students' different cultural and linguistic backgrounds. Both use assessment to drive instruction. Dr. Coil helps educators become flexible, to plan, to offer choices to students, and to frequently monitor student progress in order to capitalize on their strengths.

Unit Objectives

After completing this unit, educators will know:

- The elements of classroom management and instruction that can be enhanced by DI and RTI
- How DI and RTI together in the classroom create a structure and an environment where academic and behavioral interventions are successful
- How to target some students for intervention and assess the success of that intervention
- How to utilize progress monitoring as formative assessment

Student Learning Outcomes

After completing this unit, educators will be able to:

- Plan classroom management strategies impacted by differentiating and applying RTI –type interventions
- Implement practical instructional strategies to:
 - Become more flexible in the classroom
 - Adjust time in which students are expected to complete assignments
 - Adjust assignments according to expectations of a student's abilities and progress, as well as a student's learning preferences
 - Adjust expectations according to a student's particular cultural and language background
 - Adjust assessments to align them with the student, the work he or she is doing, and expectations for that particular student

Unit 6: Interventions for Students at Different Levels

What does an educator do in a classroom with students who are below, at, and above grade level? In this pragmatic unit, Dr. Coil discusses when and how to group students heterogeneously or homogeneously, how to plan lessons for individual work, for pairs of students, and for whole class instruction so that every student in a multi-level classroom can be productively engaged. Techniques of *compacting* curriculum are addressed, and finally, examples of scaffolded and tiered lessons for different abilities are showcased.



Unit Objectives

After completing this unit, educators will know:

- When and how to use multi-leveled groups
- That compacting curriculum enables students to address only what they need to learn
- Specific strategies for scaffolding and tiering lessons and how to monitor those lessons

Student Learning Outcomes

After completing this unit, educators will be able to:

- Determine how and when to level groups according to the needs of a differentiated classroom
- Use an RTI Progress Monitoring Form to evaluate productivity in student groupings
- Implement and evaluate the success of compacted curriculum, as well as tiered lessons and units in a differentiated curriculum
- Monitor student progress in tiered-lesson activities

Unit 7: Interventions for Students with Different Learning Preferences

In this unit, educators learn how to accommodate students' different learning preferences, including visual, verbal, kinesthetic, technological, musical/rhythmic, logical/mathematical, naturalist, intrapersonal, and interpersonal. Each learning preference is accompanied by a list of activities that can be used or adapted for the classroom. Participants investigate graphic organizers for individual lesson plan models and review activity charts to help teachers form learning groups. Educators review the use of an RTI monitoring form to track students' progress.

Unit Objectives

After completing this unit, educators will know:

- How to identify and accommodate students' individual learning preferences
- How to monitor students' progress with a focus on their learning preferences

Student Learning Outcomes

After completing this unit, educators will be able to:

- Analyze which learning preferences predominate for each student
- Write ILP's [Individual Lesson Plans] according to Dr. Coil's model
- Use the RTI Monitoring Form for evaluating performance on activities in preferred learning style



- Create products and activities [performances] that are aligned with students' learning preferences

Reading: *Successful Teaching in the Differentiated Classroom* – Chapters 5 and 6

Participants read Chapters 5 and 6 in Coil's book, *Successful Teaching in the Differentiated Classroom*, and address relevant issues in a reflection question format.

Unit 8: Assessment Strategies for the Differentiated Classroom

In this unit, Dr. Coil focuses on the three types of assessment that she argues must be a constant practice in the differentiated classroom: pre-assessment to determine student readiness and level of knowledge for instructional decisions; consistent formative assessments to determine student progress and to adjust instruction accordingly; and summative assessments to measure whether objectives and standards have been reached. Dr. Coil offers practical suggestions for instituting criteria to meet the standards in project-based instruction and includes useful tips for writing and grading.

Unit Objectives

After completing this unit, educators will know:

- How pre-assessments, formative, and summative assessments can become effective teaching tools
- How to link students' products to the content standards in a project-based curriculum
- How to develop effective rubrics that embed the standards
- How to implement rubrics as an assessment strategy in a differentiated classroom
- How and why to develop mini-rubrics streamlined for students' and teachers' ease of use

Student Learning Outcomes

After completing this unit, educators will be able to:

- Implement more effective pre-assessment, formative, and summative assessment tools in their classrooms
- Develop standards-related criteria to better assess both content and products developed in their differentiated classrooms
- Articulate clearly the criteria by which projects will be evaluated, both for content and for quality of product
- Develop effective rubrics with embedded standards to serve as assessments for differentiated classroom activities
- Articulate clearly the criteria and the scale by which students' work will be assessed



Reading: *Successful Teaching in the Differentiated Classroom* – Pages 143-165

Participants read pages 143-165 in *Successful Teaching in the Differentiated Classroom*, and address relevant issues in a reflection question format.

Methods of Instruction

- Videos (presentations consisting of lecture, interviews, and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations)
- Discussion forum (prompts after each unit that engage participants in online dialogue with their cohorts)
- Midterm (a project intended to get teachers to begin to develop their practice by putting to work in the classroom what they have learned)
- Final (a project that enables educators to reflect on their practice and assess their students' work through the lens of what they have learned)

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Percentage of Course Credit

- | | |
|------------------------|-----|
| • Reflection questions | 25% |
| • Quizzes | 15% |
| • Midterm | 25% |
| • Final | 35% |

In order to complete the requirements of the course, the participant must complete all course work (e.g., reflections, quizzes, and any midterm and/or final), including watching all videos and participating in all discussion forums. We do not award partial credit.

Grading Policy

- A: 3.4 – 4.0
- B: 2.7 – 3.3
- C: 2.0 – 2.6
- F: >2.0



Reflection/Quiz Rubric

Activity	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Quizzes	90-100%	80-89%	70-79%	69% or below
Reflection Question	<p>Participant has provided rich detail and supporting examples from the course content.</p> <p>Participant has made responses to prompts personally meaningful and relevant to his or her teaching practice.</p>	<p>Participant has included appropriate content from the course content.</p> <p>Participant has made thoughtful comments in direct response to the prompts.</p>	<p>Participant has included little that indicates consideration and comprehension of course content.</p> <p>Participant has answered most questions directly but some too briefly.</p>	<p>Participant has included little to no content indicating consideration and comprehension of course content.</p> <p>Participant has not addressed the specific questions posed.</p> <p>Participant has not responded to all reflection questions.</p> <p>Participant has copied from the course transcript without synthesis or analysis.</p>

Midterm

For your midterm, you will apply the concepts introduced by Dr. Coil in the first half of the course. You will use the Coil Progress Monitoring Form as well as other classroom tools to assess and to plan interventions regarding two of your underachieving students' behaviors. You will then evaluate the tools and their impact on your teaching and student learning as you implement differentiated instruction in your classroom.

Please do the following.

1. Select two underachieving students in your classroom. Write a description of each and tell why each student is not achieving to his or her potential. Recall the various causes of underachievement as well as the negative behaviors you observe. Focus on goal-setting with one student and focus on organizational and study skills with the other. Ask the first student to do a self-assessment by completing the form called *Where Do You Want to Go and How Do You Plan to Get There?* while you complete the same assessment regarding that student. Ask the second student to complete the *Organization Quiz* and the *Study Skills Assessment* while you complete the same checklists regarding that student. (Forms are available in Resources).



2. Compare your assessment with that of each of your students.
 - a. What are the areas of agreement and disagreement?
 - b. Why do you think your assessments may not totally agree?
3. Complete page 1 of the Coil Progress Monitoring Form (available in Resources) for each student.
 - a. Use the results of the assessments and your other observations to complete the Pre-Assessment on page 1.
 - b. Create an intervention plan to provide appropriate strategies or interventions for each of these students and record your plans at the bottom of page 1. Explain what you believe the outcomes of these interventions will be and how these strategies will address the difficulties this student is experiencing in the classroom. Note that by the end of the course, you will complete pages 2 and 3 of the Progress Monitoring Form, providing a Formative Assessment as well as a summary of the students' responses to the interventions.
4. Evaluate the value of the Progress Monitoring Form as you implement a differentiated instructional program in your classroom.
 - a. Is the form helpful to you? If so, in what ways?
 - b. What would you change about the form to make it more effective in your classroom?
5. Write a reflection that describes the successes and difficulties you expect to encounter as you implement progress monitoring on your path to differentiation.

Midterm Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Select two underachieving students in your classroom. Write a description of each and tell why each student is not achieving to his or her potential.	<p>Participant has described in detail with supporting examples two students, exploring why they are not achieving their potential. The description includes details about various causes for the students' underachievement, as well as observable negative behaviors.</p> <p>Participant has submitted all necessary forms.</p>	<p>Participant has described two students, exploring why they are not achieving their potential. The description addresses, though not in much detail, causes for the students' underachievement, as well as observable negative behaviors.</p>	<p>Participant has presented some details about why two students are not achieving their potential, though the descriptions raise more questions than they answer. Participant has alluded to causes for the students' underachievement, as well as observable negative behaviors.</p>	<p>Participant has either presented details about only 1 student's underachievement or presented details about 2 students but with no effort to understand the causes.</p> <p>Participant has not indicated observable negative behaviors.</p> <p>Participant has not submitted all necessary forms.</p>



<p>Compare your assessment with that of each of your students.</p> <p>a) What are the areas of agreement and disagreement?</p> <p>b) Why do you think your assessments may not totally agree?</p>	<p>Participant has done a through comparison of assessments, uncovering and analyzing, with supporting detail, where the assessments agree and disagree.</p>	<p>Participant has compared the assessments and noted where they agree and disagree. Participant has speculated about why they sometimes disagree.</p>	<p>Participant has compared the assessments though not speculated about their differences.</p>	<p>Participant has not compared the assessments.</p>
<p>Complete page 1 of the Coil Progress Monitoring Form (in Resources) for each student.</p> <p>a) Use the results of the assessments and your other observations to complete the Pre-Assessment on page 1.</p> <p>b) Create an intervention plan to provide appropriate strategies or interventions for each of these students and record your plans at the bottom of page 1.</p> <p>Explain what you believe the outcomes of these interventions will be and how these strategies will address the difficulties this student is experiencing in the classroom.</p>	<p>Participant has completed the Pre-Assessment on page 1.</p> <p>Participant has created an efficient and appropriate intervention plan, also noted on page 1, detailing and justifying the particular strategies he or she intends to use.</p> <p>Participant has explained in detail, with supporting examples, what he or she believes the interventions' outcomes will be in relation to the students' achievement and difficulties in the classroom.</p>	<p>Participant has created an intervention plan, listing appropriate strategies he or she intends to use.</p> <p>Participant has explained what he or she believes the interventions' outcomes will be in relation to the students' achievement and difficulties in the classroom.</p>	<p>Participant has listed strategies he or she intends to use but not developed those strategies into a plan.</p> <p>Participant has indicated what he or she believes the interventions' outcomes will be, though in relation to either the students' achievement or their difficulties in the classroom.</p>	<p>Participant has not completed the Pre-Assessment on page 1.</p> <p>Participant has neither listed strategies nor developed an intervention plan.</p> <p>Participant has not indicated what he or she believes the interventions' outcomes will be.</p>



<p>Evaluate the value of the Progress Monitoring Form as you implement a differentiated instructional program in your classroom.</p> <p>a) Is the form helpful to you? If so, in what ways?</p> <p>b) What would you change about the form to make it more effective in your classroom?</p> <p>Write a reflection that describes the successes and difficulties you expect to encounter as you implement progress monitoring on your path to differentiation.</p> <p>Formal issues</p>	<p>Participant has done a full evaluation of the Progress Monitoring Form, point by point, for its value in a differentiated classroom. Participant has proposed modifications to the form to individuate it for his or her needs.</p> <p>Participant has written a thoughtful reflection, supported by details and evidence, describing the successes and difficulties he or she expects to encounter during progress monitoring.</p> <p>Participant has made no grammatical errors.</p> <p>Participant has organized paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.</p>	<p>Participant has done an evaluation of the Progress Monitoring Form for its value in a differentiated classroom. Participant has proposed modifications to the form to individuate it for his or her needs.</p> <p>Participant has written a reflection describing the successes and difficulties he or she expects to encounter during progress monitoring.</p> <p>Participant has made a few grammatical errors.</p> <p>Participant has organized most paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.</p>	<p>Participant has listed ways in which the Progress Monitoring Form can be valuable but without addressing the context of a differentiated classroom.</p> <p>Participant has proposed modifications to the form though evidence that these modifications would be improvements is missing.</p> <p>Participant has written a very brief reflection with only 1 or 2 expectations for success and difficulty during progress monitoring.</p> <p>Participant has made some distracting grammatical errors.</p> <p>Participant has organized some paragraphs around main ideas but not others.</p> <p>Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.</p>	<p>Participant has not addressed the value of the Progress Monitoring Form.</p> <p>Participant has not proposed modifications to the form.</p> <p>Participant has not written a reflection.</p> <p>Participant has made multiple grammatical errors.</p> <p>Paragraphs are not organized around main ideas.</p> <p>Participant has written in a style that does not effectively communicate his or her thoughts.</p>
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Final

Since the mid-term you have been closely observing the underachievers in your class and implementing new instructional strategies that nurture their progress. You have also been developing a variety of new ways to differentiate your classroom instruction, with a variety of ever-changing groupings, and you are more focused on students' preferred learning styles and modalities. This final provides you with the opportunity to describe and evaluate the efforts and progress you have made.

PART I You have focused on two particular underachieving students for whom you began progress monitoring at the time of the midterm exam. Evaluate the progress each of these students has made as you complete pages 2 and 3 of the Progress Monitoring Form (available in Resources).

Try to be thorough and objective in your step-by-step Formative performance assessments on page 2, as well as creative in your decisions about each intervention as reflected in your Summary of Student's Responses on page 3.

Write a reflection that evaluates the progress that each student has and hasn't made. Remember to focus on goal-setting with the first student and focus on organizational and study skills with the second student. What can you do to enhance their progress?

PART II Select a unit from the curriculum that you will teach as you complete this school year. First, list the learning objectives for this unit. Your goal is to prepare the unit and lessons you will teach in one rigorous format for student differentiation. Select the format that will be most useful to you according to its primary function. You may wish to create:

- An Individualized Lesson Plan that structures student choice activities, as well as Teacher Required activities. It should include learning goals as well as state standards. Record your plans on one of the several *Individualized Lesson Plan* grids that Dr. Coil introduces in the course (available in Resources).
- A Tic-Tac-Toe of 9 Student Choice activities. It should include Standards and Objectives at the top as well as assessment criteria for each activity. Record your plans on the *Tic Tac Toe Student Choice Activities* grid that Dr. Coil introduces in the course (available in Resources).
- A Tiered Lesson Plan, also organized around Objectives and Standards for the unit and with an assessment for each activity. Record your plans on one of the several *Tiered Lesson Plan* forms that Dr. Coil introduces in the course (available in Resources).
- A rubric that addresses various learning modalities and includes a scale with specific criteria to guide an evaluation of student products and performances. Record your plans on one of the several rubric forms that Dr. Coil introduces in the course (available in Resources).

When you have completed this unit plan, write a reflection that explains why you chose the format that you did.

- How will you put this plan in place as you teach the unit?
- What do you think will be the merits of having done this type of planning? What are the drawbacks?



Final Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<p>Evaluate the progress of the 2 students you focused on for your midterm exam. Complete pages 2 and 3 of the Progress Monitoring Form (available through Resources).</p>	<p>Participant has completed and submitted pages 2-3 of the Progress Monitoring Form with marked thoroughness, evidence of objectivity, and notable creativity and in a manner that communicates clearly to all interested parties.</p>	<p>Participant has completed and submitted pages 2-3 of the Progress Monitoring Form with enough detail to communicate effectively to the student and other interested parties.</p>	<p>Participant has completed most but not all of pages 2-3 of the Progress Monitoring Form, though in a manner that obscures some of the meaning of the inputted data.</p>	<p>Participant has completed list to none of pages 2-3 of the Progress Monitoring Form.</p>
<p>Write a reflection that evaluates the progress that each student has and hasn't made. Remember to focus on goal-setting with the first student and on organizational and study skills with the second student. What can you do to enhance their progress?</p>	<p>Participant has written a thoughtful reflection evaluating, with the support of specific examples, the progress or lack thereof of both students.</p> <p>Participant has proposed actions to take that would likely enhance the students' progress.</p>	<p>Participant has written a reflection analyzing the progress or lack thereof of both students.</p> <p>Participant has proposed appropriate actions to take to enhance students' progress.</p>	<p>Participant has written a reflection describing but not analyzing the progress or lack thereof of both students.</p> <p>Or, participant has reflected on only one student.</p> <p>Participant has proposed actions to take to enhance students' progress, but whether those actions would likely be successful is in question.</p>	<p>Participant has not written a reflection addressing the progress or lack thereof of both students.</p> <p>Participant has not proposed actions to take to enhance students' progress.</p>
<p>Select a unit from the curriculum that you will teach as you complete this school year. First list the learning objectives for this unit. Your goal is to prepare the unit and</p>	<p>Participant has developed clear, appropriate, and challenging objectives for the unit.</p> <p>Participant has chosen and provided</p>	<p>Participant has developed objectives for the unit.</p> <p>Participant has chosen and indicated the contents of an</p>	<p>Participant has developed objectives for the unit, but those objectives are vague or insufficiently challenging.</p> <p>Participant has</p>	<p>Participant has not developed objectives for the unit.</p> <p>Participant has not chosen a format for the unit.</p>



<p>lessons you will teach in one rigorous format for student differentiation. Select the format that will be most useful to you according to its primary function. Choose from:</p> <ul style="list-style-type: none"> • An individualized lesson plan • A Tic-Tac-Toe of 9 student choice activities • A tiered lesson plan • A rubric <p>When you have completed this unit plan, write a reflection that explains why you chose the format you did:</p> <p>a) How will you put this plan in place as you teach the unit?</p> <p>b) What do you think will be the merits of having done this type of planning? What are the drawbacks?</p>	<p>a detailed, fully realized format (individualized lesson plan, Tic-Tac-Toe, a tiered lesson plan, or a rubric) through which to foster learning. I.e., participant has created the ILP, Tic-Tac-Toe, tiered lesson plan, or rubric.</p> <p>Participant has fully justified with supporting detail the format he or she chose.</p> <p>Participant has detailed how he or she will implement the plan.</p> <p>Participant has fully evaluated the merits of the time spent planning.</p>	<p>appropriate format, though with limited detail.</p> <p>Participant has tried to justify the format he or she chose—i.e., offered 3-4 reasons—but not wholly convincingly.</p> <p>Participant has noted the steps he or she would take to implement the plan.</p> <p>Participant has discussed the merits of the time spent planning.</p>	<p>chosen a format for the unit but its appropriateness is in question.</p> <p>Participant has tried to justify the format he or she chose—i.e., offered 1-2 reasons—but not convincingly.</p> <p>Participant has noted the steps he or she would take to implement the plan, but those steps are either not clear or not likely to be effective.</p> <p>Participant has mentioned merits of the time spent planning, though not wholly convincingly.</p>	<p>Participant has not tried to justify the format he or she chose.</p> <p>Participant has not noted the steps he or she would take to implement the plan.</p> <p>Participant has not explored the merits of the time spent on planning.</p>
<p>Formal issues</p>	<p>Participant has made no grammatical errors.</p> <p>Participant has organized paragraphs around</p>	<p>Participant has made a few grammatical errors.</p> <p>Participant has organized most paragraphs around</p>	<p>Participant has made some distracting grammatical errors.</p> <p>Participant has organized some</p>	<p>Participant has made multiple grammatical errors.</p> <p>Paragraphs are not organized around main ideas.</p>



	<p>clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.</p>	<p>clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.</p>	<p>paragraphs around main ideas but not others.</p> <p>Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.</p>	<p>Participant has written in a style that does not effectively communicate his or her thoughts.</p>
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