UNIVERSITY OF LOUISVILLE.

EDTP 215: Foundations of Instruction
Spring 2024

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Catalog Description

This course introduces pre-service teachers to the planning and preparation skills needed to be an effective classroom teacher. These skills include identifying learning goals and objectives based upon standards-based curriculum; designing learning experiences with developmentally appropriate instructional strategies; creating a variety of assessments to gauge learning and motivate students to learn; managing a range of students, materials, and classroom activities to honor students' diversity.

Course is a prerequisite to the Teacher Education Program.

Course Purpose

This course prepares the pre-service student to recognize and accommodate diverse learners through planning lessons, implementing instruction and assessing learning. Through the use of a variety of curricular and instructional strategies, students will gain knowledge and skills to design engaging standards-based lessons and assessments to serve as a foundation for the content-specific methods courses.

Readings/Text

There is no required textbook for this course. There are, however, numerous required readings from journals and book excerpts that you will be expected to read each week.

Supplementary Texts

Journal articles and additional readings as selected by instructor will be provided

Student Learner Outcomes and Relevant Professional Standards Met by Course

The course will enable participants to address the following state and program standards:

Standard	KY Standards (KTS)	InTASC Standards	How standard is addressed in the course
Knowledge of Content	1	4, 5	Class activities; strategy notebook, lesson plans and instructional sequence
Designs/Plans Instruction	2	7, 8	Class readings & activities; strategy notebook, critical thinking checks, lesson plans and instructional sequence
Assesses and Communicates Learning Results	5	6	Class activities; lesson plans and instructional sequence
Implementation of Technology	6	8	Class activities; strategy notebook, lesson plans and instructional sequence
Reflects/ Evaluates Teaching/Learning	7	9	Class readings & activities, critical thinking checks, lesson plans and instructional sequence
Collaborates with Colleagues	8	10	Class activities; lesson plans and instructional sequence
Diversity	UofL 11	1, 2	Class readings and activities; instructional strategies and lesson plans

Statement of meeting the Kentucky Common Core Standards
Student work related to academic content for K-12 students is based on the Kentucky Core Academic Standards:
https://education.ky.gov/curriculum/standards/kyacadstand/Pages/contentareasstandards.aspx

Course Objectives

Upon successful completion of the course, the teacher student will be able to:

1. Identify a school and construct a contextual framework to develop an understanding of its diverse students and impact it has on designing instruction. (InTASC 1, 2)
2. Demonstrate a clear understanding of the instructional thinking required to develop a lesson plan, instructional strategies, procedures, skills, and processes. (InTASC 7, 8)
3. Develop lesson plans, which targets state common core standards, aligning goals, objectives, assessments and instruction activities. (InTASC 4, 5)
4. Develop relevant and measureable objectives for different groups of students (stated as student learning outcomes) that are aligned with standards, goals, assessments and instruction activities. (InTASC 7, 8)
5. Design different forms of formative and summative assessments to guide instruction and measure desired learning objectives. (InTASC 7, 8)
6. Construct varied research-based instructional strategies and activities that are aligned with learning objectives for groups of students, appropriate for the content of the lesson, and contribute to diverse student learning. (InTASC 4, 5)
7. Design lessons with instructional strategies and activities that incorporate the appropriate use of technology, to make content comprehensible, require multiple levels of learning, and encourage students' development of critical thinking. (InTASC 7, 8, 9)
8. Collaborate with peers to design instruction to enhance learning for diverse students. (InTASC 10)

Conceptual Framework Summary

The conceptual framework, *Shaping Tomorrow: Ideas to Action,* embodies a unified rationale for our diverse programs that includes three constructs: Inquiry, Action, and Advocacy. Under the construct of *Inquiry,* and through active engagement and skilled training in methods of rigorous *Research*, students develop the knowledge, skills, and dispositions to become *Critical Thinkers*. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but in communion with others, both within the university and in the world (Shulman, 2004). Under the construct of *Action,* and through continual *Practice*, students develop the knowledge, skills, and dispositions to become *Problem Solvers* in the community. They are encouraged to apply knowledge and change practice to solve real world problems. Under the construct of *Advocacy,* and through dedicated, committed *Service* to their peers, university, community, and world, students develop the knowledge, skills, and dispositions to become *Professional Leaders*. Our students are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

Conceptual Framework Constructs	Inquiry	Action	Advocacy
Constructs as Learned and Applied	Research	Practice	Service
Constructs Reflected in Students	Critical Thinkers	Problem Solvers	Professional Leaders
Unit Dispositions Reflected in Students	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to improve practice through information, knowledge, and understanding	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference

Relationship to Conceptual Framework Through *inquiry*, students research educational standards, lesson planning, instructional strategies, and assessment. They use critical thinking to evaluate the information learned in preparation for class discussion, learning activities, and instructional strategies activities/assignments, lesson planning, micro-teaching, and writing about their philosophy of teaching.

Students demonstrate *action* by putting knowledge and skills learned through inquiry into practice in multiple in-class activities, designing two lesson plans, micro-teaching, and planning effective instructional strategies. Students demonstrate their problem solving abilities when working alone and collaboratively to plan effective instruction and reconcile the varied elements of lesson planning, assessment, instructional strategies, and diversity.

They demonstrate *advocacy* and develop knowledge and skills they can use as professional leaders when learning about a variety of effective instructional strategies, and differentiation strategies, analyzing their equity and social justice implications, and designing lessons that meet the needs of diverse students.

Course Content

Course Content are aligned with the Kentucky Framework for Teaching and the Kentucky Professional Growth Evaluation System (P.G.E.S.)

Domain 1 Planning and Preparation
    Standards-based curriculum
        Lesson plan design
        Sources of curriculum standards
    Goals and learning objectives

Bloom's Taxonomy
Higher order cognitive, affective and psychomotor verbs for writing lesson objectives
Assessing student learning
Formative and Summative assessment
Rubric development
Lesson Congruence
Alignment of standards, objectives, assessment and instruction

Domain 2 Classroom Environment
Domain 3 Instruction
Instructional strategies
Teacher-centered and Learner-centered
Differentiated instruction for diverse learners
Critical Thinking
Questioning strategies
Addressing the needs of diverse learners
Accommodations for ELL, GT, ECE, children of poverty, etc.
Multiple Intelligences
Domain 4 Professional Responsibilities

Grading Scale
The grade is based on the percentage of possible points for course requirements in the previous section:
A 90 - 100
B 80 - 89
C 70 - 79
D 60 - 69
F Below 60

Course Requirements

1. **Class Participation (10%)**
Students are expected to be familiar with assigned readings and prepared with class materials to actively participate and engage in thoughtful class discussions. Participation includes: active listening, active note taking, working in collaboration with colleagues, active engagement with materials, a positive and productive disposition, as well as engaging in higher level thinking and meaningful conversations.
Students are to exhibit a Professional Disposition as outlined in the Teaching and Learning Student Handbook. Professionalism includes being respectful of others and completing assignments.

2. **Children's Literature Task (15%)** *Individual Assignment*
Each student will read multiple children's literature texts and summarize the literary works. Students will identify connections between the children's literature and K-5 concepts/skills, as well as align those concepts/skills to state academic standards. Additionally, students will also explore cross-curricular relationships, design a culturally responsive teaching experience, and practice metacognitive skills.

3. **Lesson Plan I: English Language Arts (ELA) (10%)** *Partner Assignment*
You and a partner will work collaboratively to design a *Reading or Writing* lesson plan using KDE Reading and Writing (ELA) Standards.

4. **Lesson Plan II: Mathematics (10%)** *Partner/Individual Assignment*
   You and/or a partner will design a *Mathematics* lesson plan using KDE Mathematics Standards.

5. **Critical Thinking Checks (CTCs) & Formative Assessments (15%)** *Individual Assignments*
   Formative assessments such as: Critical Thinking Checks (CTCs), Entrance/Exit Slips, and quizzes, that check for understanding of assigned reading materials, in-class discussions and content. Late CTCs will not be assessed.

6. **Field Experiences & Reflection (10%)**
   Students are to complete <u>at least</u> 10 field experience hours throughout the semester. Students will write a 1 page reflection relating their experience with what they have learned in this course.

7. **HALLMARK ASSESSMENT: Instructional Sequence & Lesson Plan III (30%)**
   Social Studies Instructional Plan *Partner Assignment*
   Students will work in collaboration with a partner to design a three-lesson sequence of *Social Studies* content using the KDE Social Studies Standards.
   Lesson Plan III: Social Studies *Individual Assignment*
   Students will independently design a full lesson plan using 1 of the 3 social studies lessons from the Instructional Sequence. Your lesson plan may not be the same plan as your partner.

Weightings of Assignments

Course Requirements	Percentage
1. Class Participation	10%
2. Children's Literature Task	15%
3. Lesson Plan I – ELA	10%
4. Lesson Plan II – Mathematics	10%
5. Critical Thinking Checks (3) & Formative Assessments	15%
6. Field Experience	10%
7. HAT – Instructional Plan & Lesson Plan III – Social Studies	30%
Total	100%

Policy on Instructional Modifications
Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

CEHD Diversity Statement: Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors, and other professionals. Students will be encouraged to investigate and gain a current perspective of diversity issues related to their chosen fields. Students will also have the opportunity to critically examine how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students will examine their belief systems and be encouraged to reexamine and develop more research-grounded beliefs and practices regarding diversity.

Plagiarism
Representing the words or ideas of someone else as one's own in any academic exercise.
An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit.

Academic Integrity and Dishonesty
All contributions and assessments in this course, including any field placement requirements, will demonstrate academic integrity which means that submitted work is of high quality, is original, and represents a single submission, unless otherwise noted through explicit and appropriate citations.
"Academic dishonesty is prohibited at the University of Louisville…Academic dishonesty includes, but is not limited to, the following:
- Cheating
- Fabrication
- Falsification
- Multiple Submission [the same assignment should not be submitted for more than one course]
- Plagiarism
- Complicity in Academic Dishonesty" (UofL Code of Conduct, Section 5)

The Golden Rule of Our Classroom:
Students will contribute in maintaining a positive learning environment for all members of the class.

Classroom Expectations
1. I strive to keep a positive, fun atmosphere for learning! 2. Tardiness is not acceptable-students outside of the classroom at the sound of the bell will be issued a tardy slip. 3. Cell phones- you are not allowed to have cell phones out! 4. If you are absent, it is YOUR responsibility to retrieve any assignments you might have missed. 5. Be respectful and kind to others. 6. Profanity and/or ANY derogatory remarks WILL NOT be tolerated.
Consequence and Procedures for Ignoring Guidelines/Expectations
Behavior problems will not be tolerated in this class. Students who engage in any behavior detrimental to the learning environment of others including talking, cheating, and plagiarism will be dealt with harshly and severely.

Important Note
As the leader of our classroom, I reserve the right to send any student immediately to the office and/or contact parents or guardians for extremely inappropriate behavior as defined by the school's Code of Conduct. As young adults, students have the freedom to make their own choices, both positive and negative. With this freedom comes responsibilities and consequences to their choices and actions, both positive and negative. *This class requires interaction with students and faculty both supervised and unsupervised. The expectations of each of you to act responsibly and professionally are absolutely necessary; any action or behavior not meeting the expectations will be handled severely and could require exiting the class/pathway.

EDTP 215 Lesson Plan Template

Candidate Name:

Content Area/Grade Level:

School (Name, District, Description of Location)

Unit Topic:

Lesson Topic:

1. **Context: Describe the Students for which this Lesson is Designed**
   Identify your students' backgrounds including, but <u>not limited to</u>: gifted, special needs, free/reduced lunch, language proficiencies, IEP, 504 plans, learning styles, interest, and cultural, ethnic, religious differences, interests, and language proficiencies. The majority of this information can be found through district websites and in the school's CSIP Plan.

2. **Standards/Learning Objectives/Intent of the Lesson**
   <u>Current lesson's learning objectives</u> (connect each objective to the appropriate state curriculum/content area standards.) All learning objectives are student-centered, observable, and measurable.

   Standard:

   Learning Objective(s):

   Essential Content for the Lesson:

   Lesson Guiding Question:

3. **Students' Baseline Knowledge and Skills**
   Describe and include the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson. <u>Attach copies of baseline data and all assessments used.</u>

4. **Formative/Summative or Summary Assessments**
   Describe and include <u>at least</u> three (3) formative assessments to be used to measure student progress during the lesson, Included or in addition to the three described assessments should be an assessment to be collected analyzed for next step for instruction (e.g., exit slip).
   Each assessment description should include:
   - What is the purpose of the assessment task and when it will be given?
   - What does the teacher need to do to prepare students for this assessment?
   - What are the expectations for student performance on the assessment task?
   - How does this task connect to the learning objective(s)?

- What will the teacher be able to measure as a result of students completing this assessment?
- How can or will this assessment be differentiated for diverse learners?
- What are potential student responses or strategies they might use?

5. Materials

Identify the resources and assistance available to support your instruction and facilitate students' learning. Include the use of available technology when the technology will facilitate planning, implementing, assessing of instruction, and facilitate student learning.

6. Lesson Procedures and Notes

Describe the sequence of strategies/activities and assessments that will use to scaffold instruction, engage your students, facilitate attainment of the lesson objective(s), and promote higher order thinking. Be sure to use a workshop model as your template for the lesson.

Describe how your instruction will meet the diverse needs, experiences, interests, and abilities of your students.

Identify the questions you will use to promote higher order thinking and encourage discussions.

Explain how this lesson addresses the lesson objective(s) and standards.

Potential Guiding Document for Procedures Section

Lesson Procedures and Notes: (add additional rows as needed)

Procedure, Activity, Questions to Ask, and Transition	Materials to Use and Accommodations and/or Modifications

7. Watch For

Identify specific indicators for Standards 3 or 4 (or other professional standards) that you would like specifically observed during this lesson. These standards are mapped to PGES Domain 2-Classroom Environment and PGES Domain 3- Instruction.

Workshop Model Frameworks for lesson procedures:

Workshop Model for most content (Mathematics, Social Studies, etc):
Warm-up, Mini-lesson, Guided Practice, Independent Practice, Closure *Assessment*

Reading
Before Reading, During Reading, After Reading

Science
Engage, Explore, Explain, Elaborate, Evaluate

Writing - process writing
Prewriting, Drafting, Revising, Editing, Publishing

Writing - connecting reading and writing
Connection, Teach, Have a go , Off you go , Wrap up

Hallmark Assessment Criteria

Context

Students have been learning how to accurately plan lessons in which the objectives, instruction, and assessment are clearly aligned with curriculum standards. This Hallmark Assessment Task (HAT) demonstrates the student's ability to gather information and evidence to design relevant lesson plans.

Purpose

This HAT assesses the student's knowledge and skills to design appropriate lesson plans that focus on accurate curriculum standards, clear measurable objectives, and are based upon concepts and principles of effective teaching strategies. It also requires students to create and interpret assessment to draw conclusions and identify instructional implications of future student performance. The students are able to demonstrate an understanding of the depth and breadth of reflection required throughout the planning, instruction, and assessment processes.

Assessor

The course instructor will assess this assignment. Students are encouraged to use the rubric to guide and self-assess their work.

Lesson Plan Rubric

Context	Insufficient Evidence	Developing	Target	Exemplary
Context: Students for which this Lesson is Designed	Student information is extremely limited or fails to provide a description of students' background, special needs, cultural differences, interests, and language proficiencies. Provides surface cultural elements (race, ethnicity, gender) and no deep cultural element data are included.	Provides a general description of students' background, some surface cultural elements (race, ethnicity, gender), special needs, cultural differences, interests, and/or no deep cultural element data are included.	Provides a description of the breakdown of all students in the class/school. Some detail is missing. Surface data is provided but only a brief description of or no deep cultural elements are used to describe student diversities. Different learning styles, cultural backgrounds, and any additional special considerations are **not or are vaguely** addressed.	Provides a rich description of the demographics of all students in the class/school. Specific data from both surface and deep cultural elements are used to describe student diversities. Students' background information, surface cultural elements (race, ethnicity, gender), special needs, cultural differences, interests, and language proficiencies, learning styles, and any additional special considerations are addressed.
Designs/Plans Instruction	**Insufficient Evidence**	Developing	Target	Exemplary
Lesson Learning Targets/Objectives **KTS 2.1** **INTASC 1, 4** **PGES 1A, 1C**	Fails to develop measurable objectives that are aligned with standards and/or stated as student learning outcomes.	Develops objectives that are not consistently measurable, aligned to standards or stated as student learning outcomes.	Develops relevant and measurable objectives for different groups of students that are aligned with standards and stated as student learning outcomes.	Develops relevant and measurable objectives for individual and groups of students that are aligned with standards and stated as student learning outcomes
Assesses and Communicates Learning	**Insufficient Evidence**	Developing	Target	Exemplary
Students' Baseline Knowledge and Skills *Pre-assessment* **KTS 2.2** **KY-KTS-08.2.2** **INTASC 1, 2, 4, 5, 7** **PGES 1A, 1B, 3E**	Fails to create a pre-assessment.	Creates pre-assessments pre-assessment aligned to the standard(s), but lack detail in the its design.	Creates relevant pre-assessment aligned to the standard(s), instructional design and planning.	Creates relevant pre-assessments aligned to the standard(s), instructional design and planning to meet school and district instructional goals.
Assessments **KTS 2.3** **KY-KTS 08.2.3** **INTASC 1, 6** **PGES 1C, 1F, 3D**	Fails to develop assessment procedures that measure student outcomes.	Develops assessment procedures that measure student outcomes but are not used consistently to guide instruction.	Develops assessment procedures to guide instruction and measure learning objectives.	Develops differentiated assessment procedures to guide instruction and measure learning objectives.

	Insufficient Evidence	Developing	Target	Exemplary
Formative Assessment **KTS 5.2** **KY-KTS-08.5.2** **INTASC 6** **PGES 1F, 3D**	Fails to design formative assessments to determine student progress or to guide instruction.	Designs formative assessments aligned to instructional objectives to determine student progress but not to guide instruction.	Designs formative assessments aligned to instructional objectives to determine student's progress and guide instruction.	Designs a variety of formative assessments aligned to instructional objectives to determine each student's progress and guide instruction.
Summative Assessment **KTS 5.3** **KY-KTS-08.5.3** **INTASC 6** **PGES 1F**	Fails to design summative assessments aligned to instructional objectives.	Designs summative assessments partially aligned to instructional objectives.	Designs summative assessments aligned to instructional objectives to determine student achievement to guide future instruction.	Designs a variety of summative assessments aligned to instructional objectives to determine each student's achievement and guide future instruction.
Self-assessment **KTS 5.6** **KY-KTS-08.5.6** **INTASC 1, 3, 4, 5, 6, 7, 8** **PGES 1E, 1F, 3B, 3C, 3D**	Fails to provide limited opportunities for students to engage in self-assessment.	Provides limited opportunities for students to engage in self-assessment.	Provides opportunities for students to engage in formative self-assessment of learning.	Provides ongoing opportunities for students to engage in formative self-assessment of learning in order to identify the strengths and areas for growth.
Resources	Fails to provide a list of both human and material resources for the lesson.	Provides a list of human and/or material resources (including technology) used in the lesson. Some materials missing.	Provides an adequate list with some detail of both human and material resources (including technology) for the lesson.	Rich detail of both human and material resources (including technology) to support instruction and facilitate students' learning in the lesson.
Designs/Plans Instruction	**Insufficient Evidence**	**Developing**	**Target**	**Exemplary**
Lesson Procedures *Instructional Strategies: groups* **KTS 2.4** **KY-KTS-08.2.4** **INTASC 1, 3, 4, 5, 7, 8** **PGES 1C, 1E, 3C, 3E**	Fails to plan instructional strategies and/or activities aligned with learning objectives.	Plans instructional strategies and activities aligned with learning objectives.	Plans instructional strategies and activities aligned with learning objectives for groups of students	Plans instructional strategies and activities aligned with learning objectives for individuals and groups of students.

	Insufficient Evidence	Developing	Target	Exemplary
Instructional Strategies: differentiation **KTS 2.5** **KY-KTS-08.2.5** **INTASC 1, 4, 5, 7** **PGES 1C, 1E, 3A, 3E**	Fails to plan instructional strategies and activities that require multiple levels of learning.	Plans instructional strategies and activities that require multiple levels of learning, but do not address higher order thinking.	Plans instructional strategies and activities that require multiple levels of learning, including higher order thinking.	Plans an instructional sequence that requires multiple levels of learning, including higher order thinking.
Instructional Strategies: differentiation **KTS** **KY-KTS-08.1.4** **INTASC 4, 5** **PGES 1A, 3A, 3E**	Fails to provide opportunities and guidance for students to consider lesson content from different perspectives, or perspectives that extend students' understanding.	Provides an opportunity and guidance for students to consider lesson content from a different perspective in order to extend their understanding.	Provides multiple opportunities and guidance for students to consider lesson content from different perspectives in order to extend their understanding.	Provides multiple opportunities and guidance for students to consider lesson content from many types of perspectives (diverse, multicultural, and global) in order to extend their understanding.
Content Knowledge and Skills **KTS** **KY-KTS-08.1.5** **INTASC 5, 6** **PGES 1F, 3A**	Inconsistently identifies student misconceptions related to content.	Identifies student misconceptions related to content but inconsistently addresses them during planning/instruction.	Accurately identifies student misconceptions related to content and adequately addresses them during planning/instruction.	Demonstrates advanced ability to logically and accurately identify potential and realized (infer) misconceptions related to lesson content and to significantly address them in planning and delivery of instruction.
Implementation of Technology	**Insufficient Evidence**	**Developing**	**Target**	**Exemplary**
Student Use for Learning. Teacher use for Planning and Instruction **KTS 6** **KY-KTS-08.6** **INTASC 1, 3, 4, 7** **PGES 1D, 1E, 2A, 2E**	Fails to demonstrate ethical and effective use of technology to plan and implement instruction to meet learning outcomes. Fails to demonstrate effective use of technology to manage student information and communicate with stakeholders.	Demonstrates ethical and effective use of technology to plan and implement instruction to meet learning outcomes. Demonstrates effective use of technology to manage student information and communicate with stakeholders.	Demonstrates ethical and effective use of technology to plan and implement instruction, which includes appropriate student use of available technology, to meet learning outcomes. Demonstrates effective use of technology to manage student information and communicate with stakeholders.	Demonstrates ethical and effective use of technology to plan and implement instructions, which includes student use of available technology, to meet learning outcomes through authentic learning experiences. Demonstrates effective use of multiple/varied technologies to manage student information and

				communicate with stakeholders.
Reflects/ Evaluates Teaching/Learning	**Insufficient Evidence**	**Developing**	**Target**	**Exemplary**
Reflection **KTS 7 KY-KTS-08.7** **INTASC 6, 9** **PGES 1F, 4A**	Fails to reflect upon and evaluate instructional practice, cite relevant data and/or identify areas for growth.	Reflects upon and evaluates instructional practice, citing data. Identifies areas for growth.	Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes instructional change.	Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes a logical plan for step-wise instructional change.
Collaborates with Colleagues	**Insufficient Evidence**	**Developing**	**Target**	**Exemplary**
Collaboration **KTS 8.4** **KTS-08.8.4** **INTASC 10** **PGES 4C**	Fails to evaluate outcomes resulting from collaborative efforts.	Evaluates outcomes resulting from collaborative efforts.	Evaluates outcomes resulting from collaborative efforts and identifies next steps. (Through peer & self-evaluation).	Evaluates both the collaborative process and outcomes and identifies next steps.

Bibliography

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Other Educational Resources

Lesson Planning:
http://www.discoveryeducation.com/search/page/-/lesson%20plans/index.cfm?campaign=deHeader_search
 (lesson planning)
http://www.edhelper.com/ (lesson planning & rubrics)
http://www.eduref.org/ (lesson planning)
http://teacher.scholastic.com/ (lesson planning)
http://www.teachervision.fen.com/ (lesson planning)

Learning Styles:
http://www.ldpride.net/learningstyles.MI.htm (test your learning styles)
http://www2.gsu.edu/~dschjb/wwwmbti.html (teaching to varied learning styles)

Teacher Resources:
http://www.funderstanding.com/?s=learning+theories (learning theories)
http://www.education-world.com/a_curr/archives/classmanagement.shtml (general site for teacher tips & ideas)

Syllabus revised December 2018 by William Thornburgh, PhD
Syllabus revised December 2019, July 2020, December 2020 by Lucas Elliott

EDTP 215: Foundations of Instruction Course Syllabus

Dual Credit UNIVERSITY OF LOUISVILLE

NORTH BULLITT HIGH SCHOOL

The Department of Teaching and Learning

Please review the syllabus, print this page, and return this page to instructor.

I have reviewed the syllabus for *EDTP 215, Foundations of Instruction*. The course requirements, class schedule, weightings of assignments and grading scale have been explained. I understand that I will demonstrate my learning through reading, participating in class activities, completing classroom extension and reflection assignments, and through the completion of the Hallmark Assessment.

STUDENT NAME_____

STUDENT SIGNATURE_____

PARENT/GUARDIAN NAME_____

PARENT/GUARDIAN SIGNATURE_____

DATE_____

Questions regarding the syllabus:

_____ I have no questions at this time.

_____ I have the following questions: