





thrive as global citizens in our interconnected world.

*Cultural Differences:* Culturally responsive practices acknowledge and honor the experiences and perspectives of children and their families as a tool to support them more effectively. This practice emphasizes incorporation of different perspectives that create an inclusive, relevant, and supportive environment for learners from various backgrounds. The College of Education and Liberal Arts Educator Preparation Programs incorporate culturally relevant instruction that integrate a wide variety of instructional strategies connected to different approaches to learning. Teaching candidates can use instructional technology to help students appreciate cultural differences. By incorporating diverse perspectives, authentic resources, and interactive platforms, candidates can create engaging learning experiences that foster empathy, promote inclusivity, and prepare students to thrive in a diverse world.

A variety of teaching methods including inquiry-based learning, game-based learning, personalized learning, differentiated instruction, collaborative projects, and class participation will be used in a student-centered approach to learning. Candidates will engage in observation, reflection and analysis of teacher practice. Candidates will utilize reflective practices in planning for and evaluating instruction. Candidates are encouraged to move from passive receivers of information to active participants in their own learning, where creativity and innovation are encouraged. The purposeful integration of technology is required.

Learning Activities/Performance Tasks:

1. Discussion board assignments
2. Readability assessment

Learning Activities/Performance Tasks:



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[Procedure/Guidelines for Receiving Special Accommodations](#)

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid eme

In written form, teacher candidates will prepare a unit study which demonstrates knowledge of practical strategies which will empower students to acquire knowledge through reading, speaking, writing and listening in a variety of content areas.

Students will design a unit of study. The final product should include, but not necessarily be limited to the following:

A \_\_\_\_\_ (this will be completed and reviewed prior to the SEA being submitted)

A \_\_\_\_\_ appropriate for addressing this unit with a variety of learners

At least \_\_\_\_\_ and \_\_\_\_\_ including a lesson on \_\_\_\_\_

<i>Lesson Plan Goals &amp; Objectives</i>	The pre-service teacher develops lesson plans that seldom have clearly stated goals and objectives reflecting curriculum frameworks and standards, and are not suitable to the varying needs of all students.	The pre-service teacher develops lesson plans that sometimes have clearly stated goals and objectives reflecting curriculum frameworks and standards. These plans, goals and objectives are sometimes suitable to the varying needs of all students.	The pre-service teacher develops lesson plans that have clearly stated goals and objectives reflecting curriculum frameworks and standards. These plans, goals and objectives are usually suitable to the varying needs of all students.	The pre-service teacher develops lesson plans that consistently have clearly stated goals and objectives reflecting curriculum frameworks and standards. These plans, goals and objectives are consistently suitable to the varying needs of all students.	
<i>Lesson Plans</i>	The pre-service teacher seldom states instructional procedures, which include required resources, time allocations, and means of assessing student learning.	The pre-service teacher sometimes states instructional procedures, which include required resources, time allocations, or means of assessing student learning.	The pre-service teacher usually states instructional procedures, which include required resources, time allocations, and means of assessing student learning.	The pre-service teacher consistently states instructional procedures, which include required resources, time allocations, and means of assessing student learning.	

*Learning Activities*

	instructional goals. Variation in teaching strategies, student grouping, and support resources are seldom apparent.	suitable to the students and instructional goals. Variations in teaching strategies, student grouping and support resources are sometimes apparent.	students and instructional goals. Variations in teaching strategies, student groupings, and support resources are usually apparent.	suitable to the instructional goals. Variations in teaching strategies, student grouping, and support resources are consistently apparent.	
<i>Long-term planning Unit planning</i>	The unit plan does not involve clear goals and objectives, appropriate learning activities, suitable materials and clear time allocations.	The unit plan has few clear goals and objectives, appropriate learning activities, suitable materials and clear time allocations.	The unit plan has mostly clear goals and objectives, appropriate learning activities, suitable materials and clear time allocations.	The unit plans involves clear goals and objectives, appropriate learning activities, suitable materials and clear time allocations.	
<i>Planning interdisciplinary learning experiences</i>	The pre-service teacher seldom plans and constructs interdisciplinary units that integrate various and multiple domains of content area knowledge, thinking and learning cohesiveness across disciplines.	The pre-service teacher sometimes plans and constructs interdisciplinary units that integrate various and multiple domains of content area knowledge, thinking and learning cohesiveness across disciplines.	The pre-service teacher usually plans and constructs interdisciplinary units that integrate various and multiple domains of content area knowledge thinking and learning cohesiveness across disciplines.	The pre-service teacher consistently plans and constructs interdisciplinary units that integrate various and multiple domains of content area knowledge, thinking and learning cohesiveness across disciplines.	