**George Mason University**
**College of Education and Human Development**
**Educational Psychology**

EDEP 497.601 – Teaching Students How to Learn
(Online/Synchronous and Asynchronous)
3 Credits, Fall 2023
Monday & Wednesday 10:30am-11:45am via *Zoom* (see Blackboard for Zoom link)

**Faculty**
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**Prerequisites/Corequisites**
None

**University Catalog Course Description**
Focuses on current and emerging issues in educational psychology related to theory, research, and practice. Offered by School of Education. May be repeated within the degree for a maximum 6 credits.

**Course Overview**
*Transitioning from a Self-Regulated Learner to a Self-Regulated Teacher: Teaching Students How to Learn*

Students will develop an understanding of how to (a) master their own self-regulation as learners and (b) support their students' academic self-regulation skills as they transition *from a self-regulated learner to a self-regulated teacher.* Explicit strategies and steps to support students on learning and teaching how to learn will be provided.

**Course Delivery Method**
This course will be delivered online (76% or more) using a synchronous and asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on Sunday (8/20).

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader:  https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player:  www.apple.com/quicktime/download/

*Expectations*

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes (see course schedule for asynchronous days).
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least three (3) times per week.  In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the

instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learning activities include the following:
1. Class lecture and discussion
2. Application activities (synchronous/asynchronous), including assignments and small group work
3. Readings, videos/other media, and presentation activities
4. Electronic supplements and activities via Blackboard


**Learner Outcomes**
This course is designed to enable students or tutors to do the following:
1. Develop a foundational understanding of teaching and learning.
2. Identify and assess the cognitive, behavioral, and motivational aspects of learning and self-regulated learning (SRL).
3. Identify and set specific, measurable, and attainable goals for the tutees they teach.
4. Identify effective strategies for accomplishing goals.
5. Develop and implement an SRL-based instructional plan based on learner needs assessment.
6. Monitor and evaluate the effectiveness of strategies implemented in relation to tutee goals.
7. Provide supportive and actionable feedback to tutees.
8. Understand and apply time planning and management.
9. Understand the impact of student motivational beliefs in content-area learning (i.e., mathematics and reading/writing).
10. Engage in self-evaluation and reflective practice.

**Relationship to Program Goals and Professional Standards**
Upon completion of this course, students will have met the following Educational Psychology Program and Interstate New Teacher Assessment and Support Consortium (INTASC) standards:

**Standard 1.** Tutors will use their knowledge and skills to apply concepts, principles, and theories of learning, cognition, motivation, and development to analyze and design innovative educational activities in diverse applied settings.

**Standard 4.** Tutors will demonstrate oral and written communication relevant to educational psychology, including knowledge and use of APA style and professional formats (e.g., oral presentations, poster presentations, article abstracts, literature reviews, research proposals, reports).

**Standard 5.** Tutors will demonstrate professional dispositions relevant to educational psychology such as critical thinking, collaboration, interpersonal communication, intercultural competence, ethical leadership, professionalism, and technological skills.

**INTASC Standard 4:** Instructional Strategies: The tutor understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**INTASC Standard 5:** Learning Environment: The tutor uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Required Texts and Materials**
Cleary, T. J. (2018). *The self-regulated learning guide: Teaching students to think in the language of strategies* (1st ed.). Routledge.

**Strongly Recommended Text (*Graduate Only*)**
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

**Additional Resources Focused on K-12**
Additional journal articles and book chapters will be made available electronically through the library E-Reserves system (see course schedule for a tentative list).

Commonwealth of Virginia. (2010). Standards of Learning for Virginia Public Schools. Retrieved from: http://www.doe.virginia.gov/testing/index.shtml

**Course Performance Evaluation**
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

***It is expected that each student will:***
1. Attend each class session.
2. Complete all assigned readings and activities for the course.
3. Post weekly reflections to Blackboard about course readings and/or activities, and recommendations of evidence-based learning strategies. Posts can include, for example, a brief discussion which includes a question related to readings and/or multi-media materials before the session.
4. Develop a cumulative lesson plan.

*Late assignments will not be accepted by the instructor unless a serious emergency arises and the instructor is notified promptly. If an emergency occurs, please notify the instructor in advance or as soon as possible.*

**Assignments and Examinations**

**Weekly Reflection Assignment (30 points—3 points per reflection)**

*Purpose:* The purpose of this assignment is two-fold: to provide students with guided questions to reflect on (a) course readings and content discussed in class, and (b) their experiences applying their knowledge during tutoring sessions. Additionally, this assignment provides students with the opportunity to engage with their peers and share thoughts in an informal manner outside of class. This assignment is also designed to facilitate class discussion, as reflections raised in the weekly reflections may be discussed in class.

*Instructions:* Students are expected to post weekly brief reflections on the assigned course readings and/or respond to specific mini assignment prompts from the instructor on Blackboard. Students are encouraged to use these weekly reflections to raise questions and make connections between the course content and their own experiences. Additionally, students are expected to read and respond to at least two of their classmates' posts each week. The instructor will periodically use questions and responses posted to the discussion board to guide in-class discussions.

Reflections are to be posted on Blackboard by midnight every Friday. The two responses to classmates are to be posted by noon on Sunday.

Students may miss or post late two weekly reflection assignments without penalty.

**Cumulative SRL-integrated Lesson Plan Assignment (50 points)**
A key portion of this class is understanding the basic principles of effective instructional planning and implementation. The purpose of this performance-based assessment is to provide you with an opportunity to develop SRL-integrated math, reading, and/or writing lesson plan that effectively meets the needs of tutoring students enrolled in $3^{rd}$ -$8^{th}$ grades. In your lesson plan, you will purposefully plan instruction using your understanding of the needs of students in your tutoring sessions. You will complete one instructional cycle (planning, instruction, assessment, reflection/future planning). This assignment includes the following elements -

**This assignment has three components:**
*1) Preparing for instruction*
   a) Collaborate with classroom teacher to identify a topic to teach your tutee(s) and its corresponding SOL by the assigned deadline

*2) Planning and implementing a detailed SRL-focused lesson plan with the following elements:*
   a) Title of the lesson
   b) A brief description of your student(s). As you describe your student(s), connections should be made to their developmental characteristics, SRL skills, and academic readiness and how these connect with course readings
   c) Standards/objective(s) of the lesson
   d) Pre-assessment activity
   e) Introduction to the concept
   f) Explanation of the concept with examples
   g) Guided practice activities
   h) Independent practice activities
   i) Assessment activity
   j) Self-regulated learning activities, such as goal setting, monitoring progress, and reflection

*3) A reflection on instruction (500 words maximum)*

a) A brief summative reflective statement on the lesson and goal setting for future planning/instruction

| Assignment | Points |
|---|---|
| Participation and Attendance | 20 |
| Weekly Reflections (3 pts. x 10) | 30 |
| Cumulative Lesson Plan | 50 |
| **Total** | **100** |

**Grading**
Students' final grade for this class will be based on the following:
A+ = 98 – 100%   A = 93 – 97.99%   A- = 90 – 92.99%
B+ = 88 – 89.99%   B = 83 – 87.99%   B- = 80 – 82.99%
C = 70 – 79.99%   D = 60 – 69.99%   F < 70%

**Professional Dispositions**
See https://cehd.gmu.edu/students/polices-procedures/

## COURSE SCHEDULE

| Week | Day | Topic | Readings & Activities Due | *Assignments Due* |
|---|---|---|---|---|
| 1 | Monday (8/21) | Course overview | Introductions<br>Syllabus review | |
| | Wednesday (8/23) | Intro to the *Tutors-to-Teachers (T2T) Project* | *Guest speakers:* Dr. Pamas & Dr. Kitsantas<br><br>*In-class:*<br>T2T Pre-assessment<br>Interest in Teaching Survey | |
| 2 | Monday (8/28) | Teaching as a Profession | *Read assigned article* (TBA) | |
| | Wednesday (8/30) | | | *Weekly reflection due* |
| 3 | | *Labor Day: University Closed*<br>*Monday (9/04)* | | |
| | Wednesday (9/06) | Module 1: Introduction to SRL and Lesson-Planning<br>*Read*: Chapter 1: SRL Loop: The Conceptual Foundation | | *Weekly reflection due* |
| 4 | Monday (9/11) | Intro to Tutoring Technology | *Guest Speaker* | |
| | Wednesday (9/13) | Module 2: Motivating Students to Learn | *Read*: Chapter 2: Motivation: Fueling the SRL Loop | *Weekly reflection due* |
| 5 | Monday | | | |

| Week | Day | Topic | Readings & Activities Due | *Assignments Due* |
|------|-----|-------|--------------------------|-------------------|
| | (9/18) | Module 3: Goal-Setting and Planning | *Read*: Chapter 4: Forethought: Setting the Stage for Learning | |
| | Wednesday (9/20) | | | *Weekly reflection due* |
| 6 | Monday (9/25) | Module 4: Learning Strategies and Self-Observation | *Read*: Chapter 3: Strategies: Tools for Directing the SRL Loop | |
| | Wednesday (9/27) | | *In-class:* Review Cumulative Lesson Plan Assignment | *Weekly reflection due* |
| 7 | Monday (10/02) | Module 5: Self-Reflection | *Read*: Chapter 7: Self-Reflection: Making Sense of Feedback | |
| | Wednesday (10/04) | | | *Weekly reflection due* |
| *Fall Break/Indigenous Peoples Day* **(Monday Classes Moved to Tuesday due to Fall Break)** | | | |
| 8 | **Tuesday (10/10)** | *Asynchronous Meeting: Peer Reviews* You will be assigned a peer review partner. Please exchange lesson plans and provide feedback by **Tuesday (10/10).** Students will be asked to submit their peer reviews; additional feedback will be provided by instructor. | | *Cumulative Lesson Plan Peer Review Feedback* |
| | Wednesday (10/11) | Module 6: Development of SRL Skills | *In-class:* Scenarios and Practice | |
| 9 | Monday (10/16) | Module 7: Feedback: The Role of the Teacher | *Read*: Chapter 5: Feedback: The Role of the Teacher | |
| | Wednesday (10/18) | | *In-class:* Peer review of Cumulative Lesson Plan & TLHL Course Feedback | *Weekly reflection due* |
| 10 | Monday (10/23) | Module 8: Feedback: Shifting Responsibility to the Student | *Read*: Chapter 6: Feedback: Shifting Responsibility to the Student | |
| | Wednesday (10/25) | | | *Weekly reflection due* |
| 11 | Monday (10/30) | Module 9: Test Preparation and Performance | *Read*: Chapter 8: Teaching SRL Skills: Classroom Testing Activities | *Submit Cumulative Lesson Plan draft for review* |
| | Wednesday (11/01) | | | *Weekly reflection due* |
| 12 | Monday (11/06) | Module 10: Infusing SRL into Lesson Planning | *Read*: Chapter 9: Teaching SRL Skills: Classroom-Based Lessons and Activities | |
| | Wednesday (11/08) | | | *Weekly reflection due* |
| 13 | Monday (11/13) | Revisiting structuring effective lessons in the content areas (math/literacy) | *In class:* Scenarios and Practice | *Cumulative Lesson plan DUE!* |
| | Wednesday (11/15) | Teaching as a profession - Applying to GMU's teacher | *Guest Speaker:* Dr. Pamas & Office of Teacher Preparation | |

| Week | Day | Topic | Readings & Activities Due | *Assignments Due* |
|------|-----|-------|---------------------------|-------------------|
| | | preparation programs | | |
| 14 | Monday (11/20) | *Asynchronous Meeting* Individual student meetings with instructor (*optional*) Blackboard Discussion Board Assignment (*TBD*) | | |
| | | *Thanksgiving Break: No Class 11/22* | | |
| 15 | Monday (11/27) | Self-reflection Wrap up | *In-class:* Cumulative Lesson Plan reflection T2T post-assessment Interest in Teaching Survey TLHL Course Feedback | |
| | Wednesday (11/29) | | | |
| 16 | | *Exam Week: No Class 12/04 & 12/06* | | |

*Note*: Faculty reserves the right to alter the schedule as necessary, with notification to students; **all weekly reflections will be due on Blackboard by Friday at midnight with peer responses due Sunday by noon.**

**Core Values Commitment**
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

**GMU Policies and Resources for Students**

*Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

*Campus Resources*

- Support for submission of assignments to VIA (Student Learning & Licensure) should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. Questions or

concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

**Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

**For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .**

*Classroom Climate*
Students are encouraged to discuss and share ideas with their classmates. To facilitate a respectful and inclusive classroom climate, be open to explore and challenge each other's ideas without criticizing individuals. Diversity is a source of creativity and innovation and I ask that students appreciate diverse perspectives, that they listen respectfully and let everyone speak. If students have concerns about the dynamics or classroom climate, please do not hesitate to bring them to my attention.

The College of Education and Human Development seeks to create a learning environment that fosters respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age, and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.

Gender identity and pronoun use: If students wish, please share their name and gender pronouns with me and how best to address them in class and via email. I use *she/her/hers* for myself and students may address me as "Sahar", or "Ms. S", or "Ms. Wahidi" in email and verbally.

# Appendix

**Assessment Rubric(s)**

**Self-Evaluation Rubric for Student Participation (completed by student at end of each class)**

|  | Exemplary (4) | Proficient (3) | Developing (2) | Unacceptable (1) |
|---|---|---|---|---|
| **Frequency of Participation** | I initiated contributions more than once today. | I initiated a contribution once today. | I contributed when someone solicited input from me. | I did not contribute today. |
| **Quality of Comments** | My comments were insightful & constructive; used appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. | My comments were mostly insightful & constructive; mostly used appropriate terminology. Occasionally comments were too general or not relevant to the discussion. | My comments were sometimes constructive, with occasional signs of insight. My comments were not always relevant to the discussion. | My comments were uninformative, relied heavily on opinion, or I did not comment. |
| **Listening Skills** | I listened attentively the majority of the time when others presented/shared material and or perspectives. | I was mostly attentive when others presented ideas, materials. | I was somewhat inattentive today. Occasionally I spoke while others were speaking. | I did not listen to others; talked while others were speaking or did not pay attention when other students were speaking. I was distracted (or sleeping). |
| **Preparation** | I was well prepared for today's class; completed all of the reading. | I was mostly prepared for today's class; completed most of the reading. | I was somewhat prepared for today's class; completed some of the reading. | I was unprepared for today's class; I completed little of none of the reading. |

**Weekly Reflections Rubric**

| Meets Standard (3 point) | Approaches Standard (1.5 points) | Does Not Meet Standard (0 points) |
|---|---|---|
| Posts and questions demonstrate deep insight and connections to course readings and class content; questions are thoughtful, and self-reflection is meaningful.<br><br>Responses to two classmates are thoughtful and demonstrate careful reflection; offers support for challenges. | Posts and questions are incomplete or demonstrate little thought and insight into course readings and class content. No self-reflection is provided.<br><br>Response to only one classmate is provided. | Posts are missing or ideas are off topic.<br><br>Responses are missing or off topic/ no thought is provided. |

**Cumulative Lesson Plan Rubric**

In the Tutors-to-Teachers (T2T project), the Cumulative Lesson Plan Assignment is completed during EDEP 497/597 and is assessed by the instructor. The tutor must earn an overall score of 3 to be successful on this assignment. If a tutor does not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify both best practice and identified gaps in developing and assessing a specific lesson plan and the impact on student learning.

| Performance | Does Not Meet Standard (1) | Approaches Standard (2) | Meets Standard (3) | Exceeds Standard (4) |
|---|---|---|---|---|
| **Section 1: Preparing for Instruction** | | | | |
| **Topic Identification** | Tutor does not collaborate with the classroom teacher to identify a topic and its corresponding SOL by the assigned deadline. | Tutor collaborates with the classroom teacher to identify a topic and its corresponding SOL but does not meet the assigned deadline. | Tutor collaborates with the classroom teacher to identify a topic and its corresponding SOL by the assigned deadline. | |
| **Draft** | Tutor does not create an initial draft of a lesson plan. | Tutor creates an initial draft lesson plan but does not meet the assigned deadline. | Tutor creates an initial draft lesson plan and meets the assigned deadline. | |
| **Section 2: Planning Instruction** | | | | |
| **Description of Student Learners** | Tutor does not provide a description of student learners. | Tutor provides a limited description of student learners that reflects some understanding of their developmental characteristics, SRL skills, and academic readiness. Limited connections are made to course readings. | Tutor provides a brief description of student learners that reflects an understanding of their developmental characteristics, SRL skills, and academic readiness. General connections are made to course readings. | Tutor provides a rich description of student learners that reflects an understanding of their developmental characteristics, SRL skills, and academic readiness. Explicit connections are made to course readings. |
| **Standards** | Tutor does not include national/state standards. | | Tutor includes national/state standards. | |

| Performance | Does Not Meet Standard (1) | Approaches Standard (2) | Meets Standard (3) | Exceeds Standard (4) |
|---|---|---|---|---|
| **Objectives** | Tutor does not include objectives. | Tutor includes objectives but they are not SMART (specific, measurable, achievable, relevant, and time-bound) and/or not aligned. | Tutor includes SMART objectives that are clearly aligned. | Tutor includes SMART objectives that are clearly aligned and address multiple SRL processes |
| **Instructional Strategies** | Tutor does not include a variety of instructional strategies. | Tutor includes a limited number of strategies for engaging student learners. | Tutor incorporates instructional strategies that enhance student engagement. | Tutor incorporates a variety of instructional strategies that enhance student engagement. |
| **Self-Regulated Learning Considerations** | Tutor does not include SRL processes in the lesson. | Tutor incorporates SRL processes in a limited capacity that is teacher directed. | Tutor incorporates SRL processes into the lesson to support learner objectives. | Tutor incorporates SRL processes into the lesson that supports learner objectives through engaging SRL-focused activities. |
| **Differentiation** | Tutor does not include strategies for differentiating instruction. | Tutor includes a limited number of general strategies for differentiating instruction. | Tutor includes general strategies for differentiating instruction. | Tutor includes specific and detailed strategies for differentiating instruction. |
| **Assessment** | Tutor does not include checks for understanding and/or formative assessment strategies. | Tutor includes a limited number of checks for understanding and/or formative assessment strategies. | Tutor includes a formative assessment strategy and a summative assessment of learning. | Tutor includes a variety of formative assessment strategies and a summative assessment of learning. |
| **Section 3: Lesson Implementation and Reflection** | | | | |
| **Reflection Statement** | Tutor does not holistically reflect on learning from the planning and instructional process and does not set future goals. | Tutor's holistic reflection is limited in depth and focuses broadly on the planning and instructional process and future goals. | Tutor's holistic reflection is focuses on lessons learned from engaging in the planning and instructional process and sets future goals. General connections to course content are included. | Tutor's holistic reflection thoroughly focuses on lessons learned from engaging in the planning and instructional process and sets future goals. Specific connections to course content are included. |

# Lesson Plan Template

(Adapted from Kitsantas & Baylor, 2001 and Baylor & Kitsantas, 2005)

| | |
|---|---|
| **Grade Level:** | *[Insert grade level]* |
| **Subject:** | *[Insert subject]* |
| **Lesson Title:** | *[Insert title of lesson]* |
| **Lesson Duration:** | *1 hour (60 minutes)* |

| **Description of Student Learners:** | |
|---|---|
| *[Insert a brief description of your student learners that reflects their physical, social/emotional, linguistic, cultural, and cognitive characteristics]* | |

| **Virginia Standards of Learning (SOL) Addressed:** | |
|---|---|
| *[Insert relevant standards that will be addressed in the lesson]* | |

| **Measurable Learning Objectives:** Must be measurable; give criteria and condition for student performance. | |
|---|---|
| *[Insert specific learning objectives for the lesson]* | |

| **Lesson Preparation/Materials Needed:** | *[Insert all materials needed for the lesson, including any technology tools and anything that needs to be planned ahead of time.]* |
|---|---|

| **Opening Activity/Introduction:** (includes students' active participation and links to prior knowledge) | |
|---|---|
| *[Insert introduction to the lesson, including any necessary background information]* | |

| **Instructional Strategies:** | |
|---|---|
| 1.  **Pre-Assessment:** | *[Insert pre-assessment activity to determine prior knowledge]* |
| 2.  **Motivation strategies** | *[Insert instructional activities that enhance motivational processes]* |
| 3.  **Modeling the concept:** | *[Insert explanation of the concept with examples]* <br> *Goals* |
| 4.  **Guided Practice:** | *[Insert guided practice activity to support understanding of the concept]* <br> *Feedback* |
| 5.  **Independent Practice:** | *[Insert independent practice activity to reinforce the concept]* <br> *SRL practice* |
| 6.  **Self-Reflective Activity:** | *[Insert self-reflective activity]* |
| 7.  **Closure:** | *[Insert a summary activity that allows students to reflect on what they learned during the lesson]* |

| **Differentiation:** | |
|---|---|
| *[Insert differentiation strategies that will be used to support diverse learners]* | |

| **Assessment Plan:** Define the products and artifacts for the lesson. Be sure to include a variety of assessments for learning that are closely tied to the content, learning skills and technology tools outcomes. The products and criteria must align with the objectives and outcomes for the project. State the criteria for exemplary performance for each product. Plan for assessments that provide student feedback as the project progresses and provide for a culminating appraisal of performance or product with an accompanying rubric that clearly assesses the learning targets. | |
|---|---|
| ***Formative Assessment(s):*** | *[Insert formative assessment activity to evaluate student learning]* |
| ***Summative Assessment(s):*** | *[Insert summative assessment activity to evaluate student learning]* |

> **Reflection** *(500 words maximum)***:** Reflect on your lesson planning and how the lesson went. Use the following questions to guide your reflection:
> - How did the activities you planned connect to what you have learned in this course?
> - How did students respond?
> - What did you learn?
> - What would you do differently next time?
> - Note the instructional activities that were most helpful for students' motivational processes and which instructional activities enhanced self-regulation.
>
> *[Insert reflection activity for students to reflect on their own learning and growth]*

**References:**

Baylor, A., & Kitsantas, A. (2005). Comparative analysis and validation of instructivist and constructivist self-reflective tools (IPSRT and CPSRT) for novice instructional planners. *Journal of Technology and Teacher Education, 13*(3), 433–457.

Kitsantas, A., & Baylor, A. (2001). The impact of the instructional planning self-reflective tool on preservice teacher performance, disposition, and self-efficacy beliefs regarding systematic instructional planning. *Educational Technology Research and Development, 49*(4), 97–106.