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# Classroom Instruction

*APPEL Pedagogical Competency*

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## **Course Date:**

2023-2024 School Year

## **Course Description:**

This course will provide APPEL Candidates and new teachers with the opportunity to learn about the best practices for classroom instruction. This includes planning engaging instruction based on the Utah Core Standards, using assessment effectively, and integrating technology and cross-curricular experiences within the classroom. Participants will also learn about authentic and developmentally appropriate learning experiences, explicit instruction and scaffolding, and providing feedback.

## **Instructors:**

Jessie Maughan

E-mail: [jessica.maughan@davinciacademy.org](mailto:jessica.maughan@davinciacademy.org)

Mattison Shutt

Email: [mattison.shutt@davinciacademy.org](mailto:mattison.shutt@davinciacademy.org)

Wendy Roberts

Email: [wendy.roberts@davinciacademy.org](mailto:wendy.roberts@davinciacademy.org)

**Credit:** .5 USBE Credits

## **Expected Learning Outcomes**

By the end of this course teachers will have the knowledge and skills necessary to planning, instruction, assessment, and technology. These skills include:

- Planning instruction and assessment in content-specific teams and in cross-curricular teams.
- Designing, administering, and reviewing educational assessments in a meaningful and ethical manner; formative and summative assessments results to inform and modify instruction; assessing students for competency for the purpose of personalized learning.
- Integrating technology to support and meaningfully supplement student learning, including the effective use of software for personalized learning.
- Knowledge of the Utah Educator Professional Standards (UETS); knowledge and skills to collaborate with parents and guardians; skills in providing tier one and tier two instruction and

intervention on the Utah Core Standards and positive behavior supports to each student within a multi-tiered system of supports.

- Using a variety of evidence-based instructional strategies, including explicit instruction and scaffold supports
- Designing developmentally appropriate and authentic learning experiences
- Developing higher order thinking and metacognitive skills
- Integrating cross-disciplinary skills, such as literacy and numeracy, into instruction
- Providing positive and constructive feedback to guide students’ learning and behavior

**Learning Materials:**

“Utah’s High Quality Instructional (HQI) Cycle .” Utah State Board of Education, March, 2021. This document can be found here: <https://schools.utah.gov/file/40bd2cbe-004c-4a64-86ee-be3170c45eda>

“Utah Effective Teaching Standards.” Utah State Board of Education, August 2023. This document can be found here: <https://www.schools.utah.gov/file/e4b09714-0799-4c8c-ab5a-49659fd5198c>

All other learning materials can be found in the “Classroom Instruction, Technology, Assessment, and Planning” Canvas Course

**Course Schedule**

Date/Time	Hours	Topic	Reading	Assignment
2023-2024 School Year Asynchronous in Canvas	3+	Instruction and Assessment	HQI Document  UETS Document  Designing Instruction Content (PPT/Readings)  Assessment Content (PPT/Readings)  HLP #1 & #3 Content (Videos/Readings)	<ul style="list-style-type: none"> <li>● HLP #1 &amp; #3 Quizzes</li> <li>● Module 1 Reading Reflection and Implementation Assignment</li> <li>● Assessment/Data Implementation Assignment</li> <li>● Lesson Plan Development Part 1</li> <li>● Coach/Mentor Meeting #1</li> </ul>
2023-2024 School Year Asynchronous in Canvas	3+	Instructional Strategies, Engagement, and Feedback	HLP #2 & #4 Content (Videos/Readings)  High-Order Thinking Content (PPT/Readings)	<ul style="list-style-type: none"> <li>● HLP #2 &amp; #4 Quizzes</li> <li>● Module 2 Reading Reflection and Implementation</li> <li>● Lesson Plan Development Part 2</li> <li>● Coach/Mentor Meeting #2</li> </ul>

2023-2024 School Year  Asynchronous in Canvas	3+	Effective Instruction and Technology	Authentic, Developmentally Appropriate, and Cross-Curricular Learning Content (PPT/Readings)  Technology Content (PPT/Readings)	<ul style="list-style-type: none"> <li>• Module 3 Reading Reflection and Implementation Assignment</li> <li>• Lesson Plan Development Part 3</li> <li>• Lesson Plan Reflection</li> <li>• Coach/Mentor Meeting #3</li> </ul>
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## Assignment Descriptions

### Module Readings

- The readings are intended to support the building of knowledge and skills necessary to establish a consistent, organized, and respectful learning environment. The readings will guide and provide learning for all work and assignments completed within the module. The module readings will support mastery of the module competencies and learning outcomes and be embedded throughout the coursework.

### Learning Workbooks

- For each reading, there is a Nearpod learning workbook. The Nearpod Learning Workbooks include Nearpod interactive activities intended to lead participants through the readings while focusing on key points and important take-aways. The purpose of the learning workbook is to guide your module reading.

### Reading Reflection and Implementation

- This course includes readings that support the building of the knowledge and skills necessary to establish a consistent, organized, and respectful learning environment. Each reading includes a Reading Reflection Assignment. The reading reflection assignments are intended to allow participants to share their thoughts, ideas, and key take-aways from the reading. The implementation portion of the assignment allows teachers to implement a portion of their learning from the module into their classrooms.

### Coach/Mentor Meeting

- After each module, teachers will meet with their assigned coach/mentor to discuss their learning and implementation of knowledge and skills into their classroom.

## Utah Professional Learning Standards Alignment

- Learning Communities
  - o Teachers participating in this course will have the opportunity to read and comment on other's ideas and thoughts through Nearpod discussion boards.
- Skillful Leaders
  - o Teachers participating in this course will be encouraged to share their learning with

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- o other teacher peers throughout the modules. Mentors/coaches will also encourage sharing of ideas through PLCs and school-wide professional learning.
  - o This course has been approved by the LEA leadership to support our new teachers and APPEL candidates.
  - o The LEA has provided mentors/coaches for each of our new teachers in order to support them in this course as well as throughout their first years of teaching.
- Resources
  - o The asynchronous nature of the course provides flexibility for completion. Reading materials will be purchased for participants to use throughout the course and to look back at throughout their teaching careers.
  - o Coaches/mentors will be readily available to meet after each module to discuss implementation of learning and to support even after the course is completed.
- Outcomes
  - o New teachers at Davinci require professional learning on planning and implementing effective classroom instruction.
  - o The best practices of classroom instruction will be shared with and implemented by these teachers in order to enhance their teaching practices and thus promote student success at Davinci Academy.
- Learning Designs
  - o This course is an asynchronous course that includes 3 modules that will take approximately 3 hours each to complete. The modules include readings, assignments and reflections .
  - o Each module also includes an implementation assignment and meeting with a mentor/coach to apply the learning and reflect on the practices learned . These implementation assignments and meetings are expected to total 2 hours to finish.
- Implementation
  - o Teachers will work closely with their assigned mentor/coach in order to receive feedback and guidance while implementing and following through with what they learn through this course.
- Data
  - o Assignments and reflections on course content will be graded through Canvas. Meetings with a mentor/coach after the completion of each module and implementation assignment will provide insight into the impact of this course.
  - o Teachers will complete a survey upon the completion of this course to measure the impact of information on their teaching and classroom environment.
- Technology
  - o This course is designed to be mostly asynchronous, so content, assignments, and reflections will be accessible, submitted, and graded through a Canvas course. Other technology such as Nearpod will enhance the course material.
  - o Technology that could aid teachers in implementing effective instruction techniques will be discussed and implemented into classroom plans.

**Utah Effective Educator Standards Supported:**

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

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- 4.a Knows the content of the discipline and conveys accurate information and concepts.
- 4.b Demonstrates an awareness of Utah Core Standards and references them in the short- and long-term planning.
- 4.c Engages students in applying methods of inquiry and standards of evidence of the discipline.
- 4.d Uses multiple representations of concepts that capture key ideas.
- 4.e Supports students in learning and using academic language accurately and meaningfully.

#### Standard 5: Assessment

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

- 5.a Designs or selects pre-assessments, formative and summative assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills.
- 5.b Engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.
- 5.c Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.
- 5.d Uses data to assess the effectiveness of instruction and make adjustments in planning and instruction.
- 5.e Documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.
- 5.f Understands and practices appropriate ethical assessment principles and procedures.

#### Standard 6: Instructional Planning

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.

- 6.a Plans instruction based on the Utah Core Standards
- 6.b Individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards relevant to learners based on principles of effective instruction.
- 6.c Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.
- 6.d Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.

6.e Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.

#### Standard 7: Instructional Strategies

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

7.a. Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.

7.b Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individuals and groups of learners.

7.c Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.

7.d Uses a variety of instructional strategies to support and expand each learner's communication skills.

7.e Provides multiple opportunities for students to develop higher-order and meta-cognitive thinking skills.

7.f Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.

7.g Supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.

7.h Uses a variety of questioning strategies to promote engagement and learning.