

# EDEL 300: Management, Organization, and Instruction in the Elementary Education Classroom

Spring 2026

## 1. Course Basics

---

Management, Organization, and Instruction in the Elementary Education Classroom  
EDEL 300 003  
CRN# 36078  
M/W 11:00-12:15

## 2. Instructor Information

---

Amy Leitze  
Elementary Education  
Ball State University, Muncie, IN  
[alleitze@bsu.edu](mailto:alleitze@bsu.edu)  
765-285-8571  
Office Hours: By Appointment (Kitselman, TC 359, or Zoom)

## 3. Course Information

---

### Course Description

Departmental themes concerning teaching and learning in elementary schools will be extended. This seminar focuses on instructional methods and classroom management.

### Prerequisites

C or better in EDEL 200 and EDRD 204; completion of decision point 1: admission to the teacher education program. Open only to elementary education and dual elementary/special education majors. May be repeated only once.

### Course Objectives

As a result of the experiences in this course teacher candidates will:

- investigate the various roles/relationships required of a teacher
- evaluate classroom practices and describe characteristics of an effective classroom manager
- create a discipline philosophy connected to theory and best practices
- write measurable objectives
- plan standards-based lessons using backward design
- reflect on the implementation of new media and technologies during class discussions and assignments
- demonstrate knowledge of instructional strategies
- incorporate use of instructional technology in lesson plans
- demonstrate knowledge of classroom management theory as applied to instructional strategies

During participation in this immersive course:

- Students will create a constructive collaborative climate.
- Students will apply previous knowledge or skills to demonstrate comprehension and performance in novel situations.

### **Course Modality/Structure**

This course meets twice weekly, in-person. The course is divided into seven modules which are 2 to 4-weeks in length. See Canvas for assignment due date information.

## **4. Course Materials**

---

### **Required Texts**

- Tomlinson, C.A., & Imbeau, M.B. (2023). *Leading and Managing a Differentiated Classroom 2<sup>nd</sup> Edition*. Association for Supervision & Curriculum Development.

## **5. Course Assignments and Assessments**

---

### **Course Assignments**

- **Lesson Plans (20%):** Using provided templates, you will write and revise a variety of lesson plans.
- **Teacher Binder (30%):** You will submit a digital binder that includes: (a) a resume; (b) a classroom management philosophy; (c) examples of effective classroom organization procedures and routines; (d) examples of teacher communication with families; (e) examples of effective instructional strategies for teaching; and (f) evidence of professional development.
- **Professional Development (30%):** You will identify an area of personal growth related to one of the course objectives. You will then engage in a range of professional development activities related to your topic of choice (i.e. reading scholarly articles, participating in asynchronous and synchronous PD sessions, etc.). At the end of the semester, you will share what you learned with the class.
- **Checks for Understanding (20%):** Throughout the semester, you will engage in several checks for understanding. Checks for understanding will typically come in the form of short, 10-15 question quizzes related to the course readings.

**Assignment details, including instructions, relevant readings, due dates, and grading criteria/rubrics will be posted and updated on Canvas. Please check Canvas regularly to stay informed and on track.**

## Course Grading Scale

Below is the grading scale that will be used for this course.

Letter Grade	Range
A	100% - 94%
A-	<94% - 90%
B+	<90% - 87%
B	<87% - 84%
B-	<84% - 80%
C+	<80% - 77%
C	<77% - 74%
C-	<74% - 70%
D+	<70% - 67%
D	<67% - 64%
D-	<64% - 61%
F	<61% - 0%

## 6. University Policies and Statements

---

### University Statement

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse. If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's [Disability Services Office](#) coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or [dsd@bsu.edu](mailto:dsd@bsu.edu).

### Freedom of Expression

In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's [Statement on Freedom of Expression](#), the resources on Ball State's [Freedom of Expression webpage](#), and [Ball State's Beneficence Pledge](#).

### Attendance

Learning to teach, as well as professional growth and development, requires a strong commitment to social interactions and intellectual discourse with other professionals. Since class sessions and course-related activities are spaces where you begin to learn how to engage in such interactions and discourse,

the Department of Elementary Education has established the following attendance policy for Elementary Education courses. You are expected to review and follow these attendance guidelines and policies.

Ball State has established course attendance policies

(<https://www.bsu.edu/about/administrativeoffices/vice-provost/student-services/attendance-policies>).

Faculty will follow these policies when determining if an absence is excused under the Department of Elementary Education Attendance Policy. Students are expected to attend a minimum of 90% of course sessions. *Students who need academic accommodations, including accommodations related to attendance, should contact the Office of Disability Services at 765-285-5293 or [dsd@bsu.edu](mailto:dsd@bsu.edu).*

**In accordance with the expectations listed above, for this course, you are expected to incur no more than three (3) unexcused absences. If 3 or more unexcused absences occur during the semester, you will not receive a grade of C or better. This means that you will need to retake the course.**

If you are unable to attend a class session, it is expected that you notify the course instructor **at least one hour** in advance of the course session or as soon as possible after an unexpected/emergent situation, injury or illness. In your communication, you need to provide the rationale for missing class and may be asked to provide supporting documentation for potential excused absences. If you do not show and/or notify the course instructor within the 1-hour timeframe, absent an emergent event, the course instructor will document the occurrence and share the documentation with you, the Elementary Education Department Chair, and the Assistant Director of the Undergraduate Elementary Education Program. Multiple occurrences may lead to a formal Disposition Alert through the Office of Teacher Education Services and Clinical Practice.

---

## Title IX

Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment—including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit [bsu.edu/titleix](https://www.bsu.edu/titleix) or contact the Title IX Coordinator at 765-285-1545 or at [titleix@bsu.edu](mailto:titleix@bsu.edu)

**As your instructor, I am a mandatory reporter under the Title IX policy and required to report any information I receive about possible sexual harassment.** This includes information shared in class discussions, assignments, or private conversations.

**What happens after I report?** The Title IX Coordinator will email the person who experienced sexual harassment (complainant) and invite them to schedule a meeting. If the complainant **chooses** to meet with the Title IX Coordinator,

- Title IX Coordinator will offer supportive measures (e.g., counseling, extensions on deadlines, course-related adjustments, changes to work or class schedules, and/or referrals to campus offices), review the policy, and discuss options to move forward.
- If a complaint is filed by the complainant or the University, an investigation will begin following University policy.

## University Grade Appeal Policy

If you believe you received a final course grade that does not reflect your performance due to fairness or a procedural issue, you have the right to file an appeal within 5 school days after final grades are posted by the Office of the Registrar. Review the [University Grade Appeal Policy and Process.](#)]

## Student Academic Ethics Policy

Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the VPAA's [academic integrity website](#) (Students tab) for resources on understanding academic integrity, citing sources properly, and avoiding inadvertent academic dishonesty. To learn about BSU's academic integrity expectations and students' rights, please read the University [Student Academic Ethics Policy](#).

Academic integrity violations include giving or receiving an unfair academic advantage (cheating), presenting someone else's ideas or work as your own (plagiarism), and falsifying academic records. Unless otherwise indicated, you must work independently by yourself. Check with me if you are unsure whether something constitutes academic dishonesty. Examples of academic integrity violations include but are not limited to:

- Using resources not authorized by the faculty member (including devices, AI tools, hidden notes, and open books)
- Using commercial study websites to find answers to graded assignments (Chegg, Course Hero, StudyPool, OneClass, etc.).
- Without the instructor's written permission, giving away, buying, or selling graded assignments class notes, exams, study guides, or other course materials to other students or to third-party vendors (Course Hero, Chegg, 24HourAnswers, etc.).
- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Reusing your own work from another semester, course, or section.
- Sharing answers with others during exams (passing notes, texting, whispering, gesturing)
- Discussing exam questions and answers with students who have not taken the exam.
- Soliciting others to complete work for you.

## Use of AI Technologies

As new developments with artificial intelligence (AI) technologies are becoming commonplace and integrated into our personal lives, we need to consider how these technologies impact learning within our classroom space. This course focuses on developing our professional abilities to apply, synthesize, evaluate, and create learning experiences reflecting best practices and educational research. When we rely on AI to do this work for us, we diminish our learning opportunities to practice and improve our professional development as teacher candidates. Without a robust teacher preparation experience, you may be ill-prepared to teach children, contributing to stymied educational achievement and negative impacts on your learning.

AI programs, much like curriculum materials, online sources, and other resources, may be used to help generate ideas, brainstorm, and support planning. However, you should note that these resources may be inaccurate, incomplete, or problematic. Reliance on these programs may stifle your own independent thinking and creativity. The AI cannot know who you are as a teacher or who your students are and cannot plan appropriately for you and them. Your professional abilities are developed as you apply, synthesize, evaluate, and create work for this class that matches your students and your personal pedagogical philosophies.

**You may use** AI resources without citation to spell check, grammar check, or identify synonyms (Grammarly, MS Word, etc.)

**You may use** app recommendations to rephrase work that you have drafted yourself or tweak outlines of your own creation.

If you are in doubt about your use of AI, please ask. You should submit along with your final assignment: 1) your query to AI, 2) the output that it created, 3) your final assignment that synthesized that output. You may be asked for items 1-3 by your instructor at any time.

**You may not submit any work generated by an AI program as your own. This is to say that you may not use entire sentences or paragraphs suggested by any type of AI program without using quotation marks and providing a citation as you would with other resources. Citations should take this form: "Gemini, Google, December 28, 2024, response to "Generate a list of short a CVC words." or "ChatGPT, OpenAI, December 28, 2024, response to "Generate a list of compound words." Even if cited, you may not have AI write a complete draft of an assignment or section of assignment for you.**

A submission or sections of a submission directly copied from AI without citation violates the academic integrity policies of this course and of Ball State and will be handled through the policies described above in the Academic Ethics Policy. Consequences for unauthorized AI use are at the instructors discretion and may include failure of the assignment and/or the course.

## 7. Student Support Services

---

### The Learning Center

The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit [myballstate.bsu.edu](http://myballstate.bsu.edu) and click on "Navigate" in the Academic Tools section, or just go directly to [bsu.navigate.eab.com](http://bsu.navigate.eab.com).

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.

Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions. For more information about Learning Center programming, visit [bsu.edu/learningcenter](https://bsu.edu/learningcenter) or call 765-285-1006. Follow us on Instagram: [BallStateLC](#).

## **The Writing Center**

All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295 during weekdays, Bracken Library First Floor West in the evenings, or online during any of our regularly scheduled hours) to get additional feedback on your writing. The Writing Center offers free planning, feedback, and accountability sessions (in person and online) to all students composing essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. To schedule a free appointment to discuss your writing, go to [bsu.edu/writingcenter](https://bsu.edu/writingcenter). Online and in-person appointments are available; however, plan ahead because appointments book quickly!

## **The Basic Needs Hub**

If you are having difficulty affording enough food, do not have a safe and reliable place to sleep, and/or experiencing an emergency or crisis, help is available through the [Basic Needs Hub](#). The Basic Needs Hub has information, resources, and provides individualized support to students. To talk with a supportive staff member about your experience, receive one on one assistance, or learn more about resources, you can submit a [Basic Needs Assistance Form](#).

## **The Counseling Center**

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found [here](#).

## **The Speaking Center**

The [Speaking Center](#) is a free resource available to all members of the BSU community wanting to improve their public speaking abilities. We offer personalized coaching designed to help you become a more confident and effective speaker. Our trained coaches provide constructive feedback and support throughout the entire speech preparation process, whether you are in the early stages of brainstorming ideas and organizing your thoughts, or you need to practice your delivery and refine your message.

The Center is in the David Letterman Communication and Media Building, room 302. To schedule an appointment, please access us through your Navigate app or use this [direct link](#) to sign up for a time. Appointments are available both in person and on Zoom. Appointments are available in person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.

## 8. Canvas and Student Privacy

---

### Canvas Accessibility

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010.

Find more information by visiting the [Canvas Voluntary Product Accessibility Template \(VPAT\)](#).

### FERPA and Privacy

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading [Ball State's FERPA and Privacy and Protection](#).

### Plagiarism Detection

The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You may need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

## 9. Course Expectations and Policies

---

### Course Participation Expectations

- This course is designed with weekly activities, discussion, and other forms of regular collaboration and communication.
- It is recommended that you log into your Canvas course 3 to 4 times a week and check your official Ball State email account daily to view announcements and prepare for class.
- Complete all assignments, quizzes, tests, and any other activities by the stated due dates.

### Feedback Policy

- I will respond to email from your official Ball State email address within 48 hours.
- I will grade your quizzes, assignments, and discussions within 10 school days of submission.
- Contact me directly if you have questions or concerns about your performance in class.

### Late Assignment Policy

- All assignments are due at the day and time clearly marked on Canvas.

- Assignments posted after the indicated due dates will be subject to a decreased letter grade for each day late.
- Internet connectivity and technical issues may occur and impede you from turning in work on time. Turn in work early and often, and set up a back-up plan, such as visiting a local library or borrowing a peer's computer.
- You have one (1) permitted late assignment to allow for these issues, to which you can turn in one assignment 24 hours late.
- Canvas will not accept assignments for grading after 11:59 pm EST/EDT on the final day of class.

### **Assignment Submission Policy**

- All assignments should be submitted as Word documents with extensions of .doc or .docx unless otherwise indicated in the assignment description.
- Assignments, unless otherwise indicated, should be submitted using the assignment link in the module.

### **Grading Policy**

- It is my policy that appropriate evaluation of your academic performance is an integral part of your learning experience.
- In the absence of mistakes, fraud, bad faith or incompetence, I will be the key decision-maker on the assignment of grades.

### **Engagement Expectations**

To support a respectful and engaging academic community that encourages the free exchange of ideas and civil discourse, we will follow these ground rules:

- **Respect different perspectives.** Share your ideas and let others share theirs.
- **Challenge ideas, not people.** Disagree respectfully. No personal attacks or put-downs. Focus on exploring ideas critically and constructively.
- **Listen to understand.** Stay curious, ask questions to understand, and give others space to speak.
- **Assume good intentions.** Approach discussions with curiosity and compassion.
- **Keep it private.** What is shared in class stays in class. Do not share others' words or work without permission.
- **Be respectful.** Avoid hurtful language, stereotypes, or content that may demean others. Keep feedback constructive.

### **High-Impact Practices**

Ball State University seeks to provide each undergraduate student a premier educational experience. As such, a strategic imperative, as defined by our strategic plan, is that every student will complete at least one course that includes one of the following [high-impact practices](#):

Undergraduate Research  
 Immersive Learning  
 Study Abroad or Away  
 Societal Issues or Global Challenge

This course includes **Immersive Learning**.

## 10. Course Schedule

---

To support a learning experience that is responsive to the needs, interests, and pace of our class community, the course schedule may shift over the semester. The most current version of the schedule will always be available on Canvas. I encourage you to check Canvas regularly for updates and contact me if you have any questions.

## 11. Subject to Change Statement

---

This syllabus is subject to change in the event of extenuating circumstances.

## 12. Standards

---

### InTASC Model Core Teaching Standards (2011)

- **Standard #2 Learner Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3 Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Standard #4 Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5 Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #7 Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8 Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9 Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

### REPA - Developmental/Pedagogy (2010)

- **1.7** Knowledge of learning processes for young children, including the role of play in constructing knowledge, building social skills and relationships, and developing problem-solving and other skills, and the ability to use this knowledge to promote and facilitate young children's learning
- **3.1** Fundamental assessment concepts (e.g., reliability, validity, bias) and the ability to use these concepts to design and select assessments for young children and to interpret assessment results
- **3.3** Knowledge of the purposes of assessment, the relationship between assessment and instruction, how to embed assessment in instruction, and the importance of using a systematic and comprehensive approach to assessment
- **3.4** Knowledge of the characteristics, uses, advantages, and limitations of types of formal and informal assessments for young children; the ability to use appropriate assessment strategies, instruments, and technologies to obtain desired information; and the ability to adapt assessments for children with diverse characteristics and needs, including English Learners and children with exceptionalities, including high ability and twice exceptional
- **4.1** Knowledge of the role of positive relationships and supportive interactions as a crucial foundation for working with young children, with a focus on children's individual characteristics, needs, and interests
- **4.2** The ability to use appropriate procedures for curricular planning and decision making for young children (e.g., defining scope and sequence, determining prerequisite knowledge and skills, aligning curricula with the Foundations and content standards); to plan meaningful, challenging curricula for each child; and to consider appropriate factors in planning (e.g., children's developmental characteristics, prior experiences, current knowledge and skills, assessment results, family and community characteristics, and readiness to learn; relevant early learning standards; the nature of the content to be taught; characteristics of effective lesson and unit plans)
- **4.3** Knowledge of the characteristics, uses, benefits, and limitations of a variety of developmentally appropriate teaching/learning approaches, and the ability to apply research-based best practices for young children, including teaching/learning through hands-on experiences, social interaction, and play
- **4.7** The ability to integrate curricula, create interdisciplinary projects and units of study, and provide children with opportunities to explore content from integrated and varied perspectives; use higher-order thinking and creativity; solve problems; acquire, organize, analyze, and synthesize information; and work cooperatively and productively in group settings
- **4.8** Knowledge of types of resources for teaching and learning and the ability to locate, create, evaluate, and select resources to meet specific needs and goals
- **4.12** Knowledge of factors and situations that tend to promote or diminish young children's engagement in learning and the ability to apply skills and strategies for promoting active engagement and self-motivation
- **5.1** The ability to create safe, healthy, respectful, supportive, and inclusive learning environments, including indoor and outdoor environments, that promote each child's

learning, engagement, social and emotional development, self-esteem, collaboration, sense of belonging, and positive disposition toward learning

- **5.3** The ability to plan and adapt learning environments that reflect cultural competency; are responsive to the characteristics, strengths, experiences, and needs of each child; and promote all children's development and learning
- **5.5** Knowledge of relationships between management practices and children's learning, attitudes, and behaviors, and the ability to use effective, developmentally appropriate strategies and positive guidance techniques to manage children's behavior, address challenging behaviors, and teach children to solve their own problems and engage in self-regulation
- **5.6** The ability to create an organized, productive, and appropriately challenging learning environment that facilitates each child's development and learning and encourages responsibility and accountability for all children, including children with diverse needs and backgrounds
- **5.7** The ability to manage schedules, routines, and transitions to enhance productivity and facilitate all children's development and learning
- **6.6** The ability to apply skills and strategies for lifelong learning and to use reflection, self-assessment, and various types of professional development opportunities and resources, including technological resources, to expand professional knowledge and skills and promote positive outcomes for children
- **1.2** Knowledge of students' developmental characteristics and developmental variation, and the ability to use this knowledge to inform instructional decision making and promote student success
- **2.1** Knowledge of major theories and concepts related to the learning process, and the ability to apply this knowledge to enhance student learning in varied educational contexts, including project-based contexts
- **2.2** Processes by which students construct meaning and acquire skills, including critical- and creative-thinking skills, and the ability to facilitate these processes for students with diverse characteristics and needs
- **2.3** Knowledge of the important roles of play, social interaction, and hands-on experiences in young children's learning, and the ability to use these processes to help children construct knowledge and develop problem-solving and other skills
- **2.4** Knowledge of the role of positive relationships and supportive interactions as a crucial foundation for working with children, with a focus on children's individual characteristics, needs, and interests
- **2.5** Knowledge of how student learning is influenced by different types of instructional practices and teacher behaviors, and the ability to use this knowledge to promote learning for all students
- **2.6** Procedures for making instruction rigorous and relevant to students and for linking new learning to students' experiences and prior knowledge, and the ability to use these procedures to facilitate student learning
- **2.7** Strategies for promoting students' independent thinking and learning, reflection, and higher-order thinking, and the ability to use these strategies to promote students' growth as learners

- **3.1** Knowledge of components that comprise the curriculum (e.g., unpacked standards, scope and sequence, resources, assessments)
- **3.3** Procedures for long- and short-range instructional planning (e.g., aligning instruction with the learning progression within identified content standards, determining prerequisite knowledge and skills), factors to consider in instructional planning (e.g., nature of the content; time and other resources available; student assessment data; characteristics of effective lesson and unit plans; students' characteristics, prior experiences, current knowledge and skills, and readiness to learn), and the ability to use this knowledge to plan effective, developmentally appropriate student learning experiences
- **3.12** Knowledge of types of instructional resources, and the ability to locate, create, evaluate, and select evidence-based resources to meet specific instructional needs and to provide differentiated instruction
- **4.2** Knowledge of the purposes of assessment, the relationship between assessment and instruction, and the importance of using a systematic and comprehensive approach to assessment
- **5.1** The ability to create safe, healthy, supportive, and inclusive learning environments, including indoor and outdoor environments, that encourage all students' engagement, collaboration, and sense of belonging
- **5.5** Knowledge of developmentally appropriate classroom management approaches and positive guidance techniques, including relationships between specific practices and student learning, attitudes, and behaviors, and the ability to use this knowledge to create an organized, positive, and productive learning environment that maximizes students' time on task; facilitates learning; and encourages student self-regulation, responsibility, and accountability
- **5.6** The ability to apply skills and strategies for managing class schedules and transitions and for organizing the physical environment to maximize student learning time and meet student learning needs
- **6.9** Knowledge of the rights and responsibilities of teachers, students, and parents/guardians, and the ability to apply this knowledge in varied educational contexts

### **REPA - Professional Teacher Content Standards (2020)**

- **1.11** Knowledge of and the ability to use instructional practices, approaches, and methods for eliciting students' engagement in and motivation for reading

### **Technology Standards (InTASC)**

- Seek appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs. Standard #6, pg. 30 (6i)

- Integrate Technology resources into instructional plans. Standard #7, pg. 35 (7k; 7m; 8o; 8r)
- Plan how to use technology to engage learners in meeting learning objectives. Standard #7, pg. 35 (7b; 7h; 7k; 8o; 8r)
- Use interactive technologies to expand learner options for mastering content/skills. Standard #3, pg. 23
- Access information and use technology in safe, legal, and ethical ways. Standard #9, pg. 44 (9f; 9j; 9o; 9o)
- Follow established rules and policies to ensure learners access information and technology in safe, legal and ethical ways. Standard #9, pg. 44 (9f)