Molloy Summer Institute

Syllabus: EDU 5900 Section: 31 *Best Practices for All Educators II*

July 6th - 9th

Online & Asynchronous 2026

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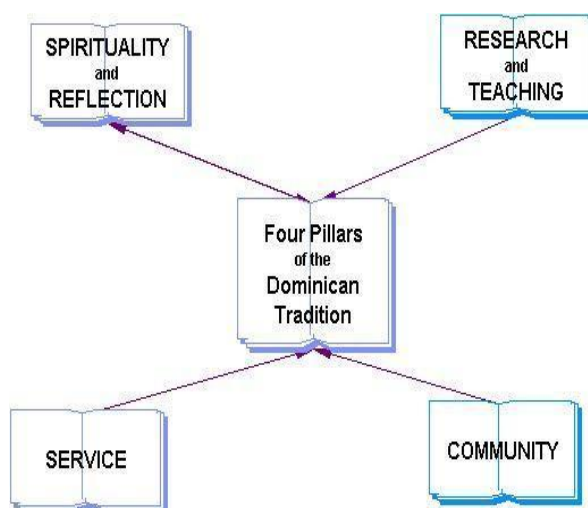**EDU 5900 31 Best Practices for All Educators II (3 Credits)**

Catalogue Description:

All disciplines will be addressed through best teaching practices. The class will examine: reimagining homework and grading, lessons from remote learning, character education, peer observations, the four question technique, ENL and collaborative model, social-emotional learning, and culturally responsive teaching.

Shared Vision:

The teaching professionals, both undergraduate and graduate teacher candidates, who complete Molloy's teacher preparation programs are distinguished by their ability to exemplify and promote core values in their own teaching. These values include:

- Belief that all children can learn
- Learner centered and value-centered curriculum and pedagogy
- Ethics and spirituality
- Intellectual curiosity
- Independence and risk taking, while promoting collective identity and responsibility
- Diversity, multiculturalism and pluralism, including divergent thinking
- Passion for teaching
- Commitment to students and their communities
- Civic responsibility through the promotion of social justice and interdependence
- Commitment to democracy

Course Objectives:

The teacher candidate will be able to complete the following:

1. Create an up-to-date philosophy of Best Practices for teaching.

2. Design one Four Question Method (4QM) lesson that enhances student questioning.

3. Redesign existing lessons to incorporate and highlight Hexagonal Thinking.

4. Develop lessons that incorporate Four Corners to enhance student learning.

5. Create a project focused on reimaging homework that allows for students to show their creativity through alternate forms of assessment.

6. Evaluating the effectiveness and limitations of Remote Learning design a unit plan that allows for students to work both asynchronous and synchronous.

Learning Objectives:

By the end of this course, students will be able to…

1. Learning Outcome 1 demonstrates a high level of written and oral communication skills.
2. Learning Outcome 2 demonstrates the dispositions, attitudes, and beliefs deemed appropriate for teaching professionals.
3. Learning Outcome 3 demonstrates reflective practice by utilizing research, assessment, and professional development to meet the needs of diverse student populations.
4. Learning Outcome 4 acquires sufficient pedagogical knowledge and skills to be translated into effective teaching.
5. Learning Outcome 5 acquires sufficient content knowledge and skills to be translated into effective teaching.

Course Requirements and Evaluation:

Credit for this course will require the completion of all modules, discussions, and assigned work in the four days of the course. Daily schedule of work is below and all posts will be provided via canvas. Students are required to participate in synchronous learning when assigned and must complete all asynchronous assignments by the given deadline.

See attached rubrics for all assignments. In addition, all students are required to follow Molloy College's Lesson Plan Format.

COMMUNICATING ACROSS THE CURRICULUM REQUIREMENTS ARE SATISFIED BY:

Grading Criteria:

1. Daily Readings & Responses 10%
2. Uploading of an Original Lesson Plan 40%
3. Participation in daily zoom meetings and discussions 10%
4. Classroom Attendance & Participation 10%
5. Final 30%

Selected Readings:

Fisher, Douglas & Frey, Nancy *Using Teacher Learning Walks to Improve Instruction*
Principal Leadership, January 2014

Bassett, Jonathan & Shiffman, Gary, *From Story to Judgment*, John Catt Educational 2021

Potash, Betsy, *Hexagonal Thinking: A Colorful Took for Discussion* Teaching Channel,
September 2020

Class Schedule & Asynchronous Pacing Guide:

Monday
- Reflections on Remote Learning
- Reimagining Homework
- New Homework Design Plan

Tuesday
- Examination of Learning Walks
- Interdisciplinary Learning Walks Plan
- Introduction to Hexagonal Thinking
- Hexagonal Thinking Lesson Design

Wednesday
- Four Questions Method for Teaching
- Four Questions Lesson Design
- Examination of Chalk Talk Approach
- Chalk Talk Image Lesson Plan

Thursday
- Examination of Four Corners Approach
- Four Corners Lesson Design
- Interdisciplinary "Teacher Hacks"

Molloy University and School of Education and Human Services Policies and Supports:

Expectations of Academic Integrity for All Students

[Honor Pledge and Academic Honesty Policy](#)

Course Withdrawals
[View Withdrawal Policy for potential financial implications](#)
[View the Academic Calendar and/or the course syllabus for the last day to withdraw dates](#)

Incompletes
[Incompletes Policy](#)

Health and Wellness
[Student Health Services](#)
[Student Counseling Center (SCC)](#)

Center for Access and Disability (Access)
[Center for Access and Disability](#)

Technical Support
[Student Account, Technology and Canvas](#)

Ally for Canvas
[Supportive Tools and Resources/ Ally](#)

Use of Proctorio for Exams/Quizzes (if applicable)
[Proctorio Resources for Students](#)

Email Accounts

Students are to utilize their Molloy e-mail account or via Canvas when communicating throughout the semester. Those who use a non-Molloy account may miss important messages. Students are responsible for responding to all methods of communication in a timely fashion relating to this course. Instructors will respond to emails from students within 24 hours. When/ if you email the instructor(s), please indicate what course you are in with the course number and section.

APA Manuscript Style

All manuscripts in the field of education are written in the style format of the American Psychological Association. Candidates in the Graduate Education Programs are required to purchase the Publication Manual of the American Psychological Association (7 th ed.). (2010). American Psychological Association. All papers written in every course must adhere to the manuscript prescriptions defined in this manual.

MOLLOY UNIVERSITY
EDUCATION DEPARTMENT

LESSON PLAN FORMAT

Every Molloy University lesson plan must contain the following sections:
- Heading
- Instructional Objectives
- Standards and Indicators
- Motivation
- Materials
- Strategies
- Adaptations/Differentiation of Instruction
- Developmental Procedures
- Assessment
- Independent Practice
- Follow-up
- References

HEADING FOR COURSEWORK

Student:_____ _____Professor:_____
Course: EDU_____ Date:_____
Grade:_____Topic:_____ Content Areas:_____

HEADING FOR PARTICIPATORY OBSERVATION AND STUDENT TEACHING

Teacher Candidate:_____ College Supervisor:_____
Content Areas:_____ Cooperating Teacher:_____
Grade:_____ Lesson #:_____ Topic:_____
School District:_____ School:_____

<u>INSTRUCTIONAL OBJECTIVE(S)</u>

The objective(s) tells the reader the purpose of the lesson. It is possible that a lesson may have more than one objective. Student attainment of the objective(s) will be measured through the assessment. A well-stated objective must be measurable and include four components: the conditions, the performance, the product, and the criterion.

<u>Conditions</u> – Describe the conditions under which the students will be able to perform what is expected in the objective. "After a class discussion…" or "Using research materials provided by the library-media specialist…" are two examples of phrases that describe conditions.

<u>Performance</u> – Describe what the student will do with an observable and measurable behavior. Verbs such as *identify, construct, explain,* and *compare* describe observable and measurable behaviors. Verbs such as *understand* and *appreciate* are not measurable. Examples: "Students will be able to construct a model of a crystal" or "Students will be able compare and contrast the components of two genres of writing."

<u>Product</u> –Describe what the student will produce or be able to do as a result of the lesson. Examples: a speech, an equation, a word-problem solution, a model, a diagram.

<u>Criterion</u> – Describe the acceptable level of performance. Examples of the criterion portion of an objective: "in a well constructed paragraph," or "with no more than three errors."

<u>EXAMPLES OF INSTRUCTIONAL OBJECTIVES:</u>

After reading about Jamestown and participating in a class discussion on what it was like to live in Jamestown in 1607, students will be able to write a diary entry containing at least three historically correct facts while role-playing a 10-year-old colonist in Jamestown in 1607.

After collecting leaves during a nature walk, students will be able to classify the leaves according to size, shape and color, with at least three leaves in each category.

After practicing two-digit multiplication problems in class, students will be able to complete five two-digit problems with 80 percent accuracy.

After reading <u>Warm in Winter</u>, students will construct a story map containing the following five elements: characters, setting, mood, problem, and solution.

<u>STANDARDS AND INDICATORS:</u>

Identify the New York State Learning Standards that your lesson addresses. A lesson will typically address more than one standard in more than one content area.

The New York State Learning Standards booklets provide the K-12 Standards. As you prepare lessons, you should refer to the seven Standards documents:

- Mathematics, Science and Technology
- English Language Arts
- Social Studies
- The Arts
- Health, Physical Education and Home Economics
- Career Development and Occupational Studies
- Languages other than English

EXAMPLES OF STANDARDS AND INDICATORS:

Social Studies Standard #3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live - local, national, and global-including the distribution of people, places, and environments over the Earth's surface.

Indicators:

- This will be evident when students use cardboard, wood, clay and other materials to make a model of their community showing physical characteristics including the river and the pine barrens.

- This will be evident when students respond to their reading from an historical novel by identifying physical features of the regions and noting their impact on the lifestyles of the characters.

English Language Arts Standard I: Language for Information and Understanding. Students will listen, speak, read, and write for information and understanding by collecting data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral written, and electronically produced texts.

Indicator:

- This will be evident when students identify the components of a literary piece with the use of a graphic organizer.

English Language Arts Standard 3: Language for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others.

Indicator:

- This will be evident when students work collaboratively to reach consensus in cooperative learning groups, constructing sentence strips containing facts and opinions about the summer and winter seasons.

MOTIVATION:

The motivation is an introductory procedure used to establish a positive mental set toward the achievement of the proposed objectives. It describes how you plan to engage the students in learning. The motivation should stimulate interest and curiosity in the lessons, acting as the "hook" to get your students involved.

Motivation is a separate part of the lesson and stands alone. (Do not include the motivation in Developmental Procedures.)

EXAMPLES OF MOTIVATION:

- a brief excerpt from a video
- a thought-provoking personal anecdote
- a re-creation of an historical character or event

MATERIALS:

Materials include all items that are required to teach the lesson. Materials might include: calculators, an overhead projector, textbooks, construction paper, markers, seeds, trade books, etc.

STRATEGIES:

Strategies are the instructional approaches used during the lesson. Examples of strategies include cooperative learning, group discussion, direct instruction, role-playing, and teacher demonstration.

ADAPTATIONS/DIFFERENTIATION OF INSTRUCTION:

Differentiation address the specific techniques, materials, and/or accommodations needed by students who are learning disabled, gifted, English language learners (ELL), physically challenged or have other unique needs. Identify the specific student(s) who have special needs to be addressed and list the ways in which differentiation will be made.

EXAMPLES OF DIFFERENTIATION OF INSTRUCTION:

- For the student who is hearing-impaired, the teacher will wear a microphone to amplify her voice.
- For the student who is learning disabled in writing, a "buddy note-taker" will be provided.

- For the student who is learning disabled in reading, a tape of the reading material will be provided.
- For the student who is an English Language learner, pertinent vocabulary words will be discussed prior to the lesson.
- For the student who is mathematically gifted, the opportunity will be provided to use an overhead calculator to illustrate a numeric concept.

DEVELOPMENTAL PROCEDURES:

Developmental Procedures include Activities and Key Questions.
- Activities should be structured and listed in sequential order. They should be student-centered, describing what students will do during the lesson.
- Key Questions that will be used to enhance learning and elevate student thinking beyond recall and comprehension should be included verbatim, and typed in italics.

EXAMPLES OF ACTIVITIES AND KEY QUESTIONS:

- Students will use tangrams to construct and identify three geometric shapes. (*Why do you need to know the different geometric shapes? Where are there similar geometric shapes in the classroom?*)
- Students will listen to a reading of the poem "I Too Am an American" and write one sentence that captures the theme of the poem. (*Which word in the final phrase of the poem do you think should be emphasized and why*?)
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ASSESSMENT:

The assessment grows from the objective(s) and measures whether or not the objective(s) has been achieved. The teacher assesses learning during and/or at the conclusion of the lesson.

EXAMPLES OF ASSESSMENT:

- Students will make an electric circuit using wire, bulbs, and batteries.
- Students will use baseball statistics from the newspaper to analyze scores and predict team performance over the next ten games.
- Students will write a cinquain poem containing its correct elements.

INDEPENDENT PRACTICE:

When appropriate, the teacher may assign independent practice related to the objective(s), which might include a homework assignment, a learning center activity, computer research, or other methods to use skills, concepts or content learned during the lessons.

Examples of Independent Practice:

- Following the lesson on measurement, students will measure their own bedrooms to decide how many square yards of carpeting are needed to cover the floor.

- After studying about the 1920's, students will research the music of the decade and bring in a recording to share with the class.

FOLLOW-UP: ACADEMIC INTERVENTION AND ACADEMIC ENRICHMENT:

The results of the assessment will identify those students who mastered the objective(s) and those who did not. Follow-up activities occur after completion of the lesson.

Academic Intervention: A plan to reteach the objective using a new strategy for students who did not attain the objective(s).

Examples of Academic Intervention:

- Student will use a U.S. puzzle map to reinforce state locations and shapes.
- Student will use an interactive CD-ROM to practice the parts of a friendly letter.

Academic Enrichment: Extended learning experiences that address higher order thinking skills should be provided for students who have met the objective.

Examples of Academic Enrichment:

- Students will use the computer to identify current environmental issues being dealt with by local agencies.
- Students will write a diary entry in the style Anne Frank used to describe what life in hiding is like.

TEACHER REFERENCES:

All materials used as teacher resources for the lesson should be identified and written in APA style. A minimum of three sources should be included for each lesson. A variety of sources should be used including print, non-print, realia, and web-sites.

Molloy Lesson Plan

Dimensions	Level 3 Target	Level 2 Acceptable	Level 1 Unacceptable
Objective Candidates know, understand, and use the major concepts, principles, theories and research…to construct learning opportunities. Candidates demonstrate a high level of competence in content area, understand and use concepts…to help students successfully apply their developing skills to many different situations. Candidates plan…instruction based on…subject matter and curricular goals.	Objective fully addresses all five components (conditions, performance, product, criterion and key concepts)	Objective addresses four components.	Objective addresses three or fewer components.
Standards And Indicators Candidates demonstrate a high level of competence in use of content and they know, understand, and use concepts from reading, and language arts to help students successfully apply their developing skills to many different situations, and ideas.	Professional and New York State Learning Standards and/or indicators appropriately correspond to the stated objectives.	Professional and New York State Learning Standards and/or indicators mostly correspond to the stated objectives.	Professional and New York State Learning Standards and/or indicators are missing an are not related to the stated objectives.
Motivation Candidates know, understand, and use the major concepts, principles, theories, and research… that support individual students' motivation. Candidates use their knowledge and understanding of individual and group motivation…to foster…self motivation.	Procedure clearly establishes a positive mental set toward achieving the proposed objective	Procedure vaguely attempts to establish a positive mental set toward achieving the proposed objective	Procedure does not establish a positive mental set or is unrelated to achieving the proposed objective
Instructional Materials & Strategies Candidates demonstrate a high level of competence in use of content, and they know, understand and use concepts …to help students successfully apply their developing skills to many different materials. Candidates understand and use a variety of teaching strategies.	Instructional materials, technologies and strategies are appropriate, clearly stated and utilized in the developmental procedures of the lesson	Instructional materials, technologies and strategies are partially evident and utilized in the developmental procedures of the lesson	Instructional materials, technologies and strategies are not listed and/or utilized in the developmental procedures of the lesson
Adaptations Candidate understands how students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.	Adaptations specifically address the particular needs of unique learners	Adaptations minimally address the particular needs of unique learners	Adaptations do not address the particular needs of unique learners
Differentiation of Instruction Candidates understand how students differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse students.	Teacher candidate consistently differentiates content, process, and product according to students' readiness, interests, and learning profiles	Teacher candidate generally differentiates content, process, and product according to students' readiness, interests and learning profiles	Teacher candidate seldom differentiates content, process, and product according to students' readiness, interests, and learning profiles
Developmental Procedures Candidates know, understand, and use the major concepts…to construct learning opportunities that support individual students' acquisition of knowledge. Candidates demonstrate a high level of competence in use of content…to help students successfully apply their developing skills to many different ideas.	Procedures have appropriate scope and sequence, are creative and student-centered, and include key questions	Procedures are minimally appropriate and are often teacher-centered.	Procedures lack structure, scope and sequence and are neither creative nor student-centered.

Candidates know, understand and use the connections among concepts, procedures, and applications from content areas to…build understanding, end encourage the application of knowledge, skills, and ideas to real world issues. Candidates plan and implement instruction based on…subject matter and curricular goals. Candidates use their knowledge and understanding…to foster active engagement in learning. Candidates use their knowledge and understanding of effective verbal, nonverbal, and communication techniques to foster active inquiry, collaboration and supportive interaction in the elementary classroom.			
Assessment Candidates know, understand and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional and physical development of each elementary student. *See Candidate Assessment of Student Learning Checklist.*	Assessment fully measures and matches criteria listed, whether or not the objective has been achieved	Assessment minimally measures whether or not the objective has been achieved	Assessment is missing or fails to measure whether or not the objective has been achieved
Independent Practice Candidates demonstrate a high level of competence in use of content…to construct learning opportunities that support individual students' acquisition of knowledge. Candidates know, understand, and use the connections among concepts…to motivate elementary students to build understanding and encourage the application of knowledge, skills and ideas to real world issues.	Activity is an appropriate extension to the lesson objective	Activity is minimally related to the lesson objective	Activity is unrelated to or missing from the lesson objective
Follow-Up: Academic Intervention & Academic Enrichment Candidates…use the connections among concepts from content areas to build understanding and encourage the application of knowledge, skills and ideas. Candidates… use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills. Candidates…use formal and informal assessment strategies to…strengthen instruction that will promote continuous intellectual development of each elementary student.	Activities contain appropriate strategies to address academic intervention and enrichment	Activities minimally address academic intervention or academic enrichment	Activities do not address academic intervention or enrichment
Molloy Lesson Plan Format, APA-style references Candidates know and use the major theories and research …to construct learning opportunities Candidates plan…instruction based on learning theory Candidates are aware of…research on teaching and resources available for professional learning	Format and heading contain all required components, and plan includes a minimum of three references presented in correct APA editorial style	Minimal components of heading and APA-style references	Heading and/or APA-style references are missing, incomplete or incorrect

Molloy Teaching Performance Rubric

Dimensions	Level 3 Target	Level 2 Acceptable	Level 1 Unacceptable
Objective	Objectives are fully communicated by teacher candidate.	Objectives are partially communicated and achieved by teacher candidate.	Objectives are minimally communicated and achieved by teacher candidate.
Motivation	Teacher candidate clearly establishes mental set toward achieving the proposed objectives. Activates and assesses prior knowledge by providing deliberate opportunities for students to discover the connections between content and life experience. Students see the purpose and the "big picture".	Teacher candidate generally establishes a mental set toward achieving the proposed objectives. Attempts to assess prior knowledge. Consistently helps students to make connections between current content and their own background and experiences.	Teacher candidate minimally establishes a mental set toward achieving the proposed objectives. Does demonstrate some awareness of the importance of prerequisite knowledge; however, is inconsistent in activating students' prior knowledge.
Instructional Delivery	Instructional strategies are clearly modeled and evidenced in the developmental procedures of the lesson. Opportunities are regularly provided for checking for student understandings. Differentiation of instruction is clearly evident and meets the needs of all student learners. Adaptations are clearly evident and meet the needs of specific student learners. Accurate content and information is clearly evident. Exemplary use of instructional aids: varied, multiple, appropriate, motivational. Teacher consistently moves about room to clearly address student needs Elements of enthusiasm are clearly evident. Teacher candidate clearly shows poise and confidence. Students actively engaged in the learning process throughout the lesson. Clear evidence of lesson closure.	Instructional strategies are generally modeled and evidenced in the developmental procedures of the lesson. Opportunities are generally provided for checking for student understandings. Differentiation of instruction is generally evident and somewhat meet the needs of all student learners. Adaptations are generally evident and somewhat meet the needs of specific student learners Accurate content and information is generally evident. Significant use of instructional aids: varied, multiple, appropriate, motivational. Teacher moves about the room to generally address the needs of students. Elements of enthusiasm are generally evident. Teacher candidate generally shows poise and confidence.	Instructional strategies are minimally modeled and evidenced in the developmental procedures of the lesson. Opportunities are minimally provided for checking for student understandings. Differentiation of instruction is minimally evident and somewhat meet the needs of all student learners. Adaptations are generally evident and somewhat meet the needs of specific student learners. Accurate content and information is minimally evident. Adequate use of instructional aids: varied, multiple, appropriate, motivational. Teacher moves about room to minimally address the needs of students . Elements of enthusiasm are minimally evident. Teacher candidate minimally shows poise and confidence.

		Students generally engaged in the learning process throughout the lesson. Partial evidence of lesson closure	Students minimally engaged in the learning process throughout the lesson. Minimal evidence of lesson closure.
Pacing	Pacing of instruction clearly assures desired learning outcomes and is monitored and adjusted to meet student needs. Teacher candidate adapts pace by monitoring students, and easily finishes lesson on time.	Pacing of instruction generally assures desired learning outcomes and is monitored and adjusted to meet student needs. Teacher candidate's pacing is inconsistent, and has difficulty finishing lesson on time.	Pacing of instruction minimally assures desired learning outcomes and is monitored and adjusted to meet student needs. Teacher candidate's pacing is too slow or too rushed and fails to finish lesson on time.
Speech Delivery	Speech delivery clearly unhurried without any noticeable distracters (O.K., Right? etc).	Speech delivery generally unhurried without any noticeable distracters (O.K., Right? etc).	Speech delivery minimally unhurried without any noticeable distracters (O.K., Right? etc).
Questioning	Questioning fosters student participation while expanding knowledge base. Effective use of varied questioning skills and techniques. Evidence of use of higher order thinking skills Questions promote risk taking, divergent thinking and stimulation of student curiosity.	Questioning generally fosters student participation while expanding knowledge base. Generally effective use of varied questioning skills and techniques. General evidence of use of higher order thinking skills Appropriate variety of questions. Challenges students to justify responses. Probe for student understanding. Consistently provides adequate wait time.	Questioning minimally fosters student participation while expanding knowledge base. Minimally effective use of varied questioning skills and techniques. Minimal evidence of use of higher order thinking skills Questions are a combination of knowledge level and higher order thinking types. Only some invite thoughtful response. Wait time is inconsistent.
Practice	Opportunities clearly provided for both guided practice and independent practice.	Opportunities generally provided for both guided practice and independent practice.	Minimal opportunity provided for guided practice or independent practice.
Classroom Management *	Monitoring is subtle and preventive. Students' monitor their own and their peers' behavior in appropriate ways.	Is consistently alert to student behavior. Uses positive reinforcement prompts.	Generally aware of student behavior, but may miss the activities of some students. May neglect to use positive reinforcement.