

### A Flipped Classroom Lesson Plan using the Mastery Learning Model

Title of Lesson:	The Standard Deviation as a Ruler and the Normal Model
Targeted Grade Level:	12 <sup>th</sup> graders (and possibly a few 11 <sup>th</sup> and 10 <sup>th</sup> graders)
Subject:	AP Statistics
Goal(s) of Lesson:	The learner will shift or rescale data so that it is easier to understand, standardize data using the standard deviation as a ruler to create z-scores, and find that a normal model is a useful way to understand data.
Objective(s) of Lesson:	The learner will be able to calculate the z-score of an observation, compare values of two difference variables using their z-scores, use Normal models and the 68-95-99.7 rule to estimate the percentage of observations falling within 1, 2, or 3 standard deviations of the mean, find the percentage of observations falling below any value in a Normal model using a Normal table or appropriate technology, and check whether a variable satisfies the Nearly Normal Condition by making a Normal probability plot or a histogram.
Elements of Model:	In the Mastery Learning Models, content is carefully developed into instructional sequences of units, and each student is allowed to work at his/her own rate to complete each unit and perform successfully on a diagnostic test before moving on to the next unit. Data from diagnostic tests help teachers plan supplementary instruction for struggling students. If the social climate is positive and the teacher acts as an encourager and facilitator, then the self-esteem and academic achievement of students are improved. Problem-solving processes, motivation, self-evaluation, self-initiation, self-direction of learning is developed in students.
Materials/Resources Needed:	<ul style="list-style-type: none"> <li>- 1 copy of the textbook <i>Stats: Modeling the World</i>, AP edition, by Bock, Velleman, and De Veaux (2007) for each student.</li> <li>- 1 copy of the fill-in-the-blank chapter notes for chapter 6 for each student (optional: post it on a class website and have students print it). The notes are on pages 23-26 and the answers are on pages 27-30 of <a href="http://mrskrummel.com/documents/BVD_chapter_notes.pdf">http://mrskrummel.com/documents/BVD_chapter_notes.pdf</a></li> <li>- 1 copy of the chapter outline to use as a formative check for each student (or enough copies for 1 class set, and have students write their answers on notebook paper), from <a href="http://mrskrummel.com/documents/BVDch6.doc">http://mrskrummel.com/documents/BVDch6.doc</a></li> </ul>
Technology Used:	<ul style="list-style-type: none"> <li>- Each student needs access to the Internet through a computer (at home, school, library, a friend or relative's house, etc.) or a mobile phone to do the flipped classroom component of this lesson.</li> <li>- Calculators with statistical functions (such as typical TI graphing calculators) are optional but very helpful.</li> </ul>
Correlation with Bloom's Taxonomy and Marzano's Strategies:	<p>All elements of Bloom's taxonomy are evident in this lesson. Students will be:</p> <ol style="list-style-type: none"> <li>1. Creating—their own video tutorial (GT students only).</li> <li>2. Evaluating—their own progress through the instructional sequence as they achieve proficiency in progressing units.</li> <li>3. Analyzing—their mistakes on the practice exercises and make corrections immediately.</li> </ol>

# Mastery Learning Lesson Plan

**Judy W. Eby, Edward Kujawa**



## **Mastery Learning Lesson Plan:**

**Physical Education Methods for Elementary Teachers** Katherine T. Thomas, Amelia M. Lee, Jerry R. Thomas, 2008  
The authors show non specialists how to develop a realistic and workable approach to teaching physical education The book makes physical education worthwhile practical and fun for students and teachers The text provides the reader with a basic physical education curriculum and suggestions for how to implement this

**Improving Human Learning in the Classroom** George R. Taylor, Loretta MacKenney, 2008-10-03 Improving Human Learning in the Classroom provides a functional and realistic approach to facilitate learning through a demonstration of commonalities between the various theories of learning Designed to assist educators in eliciting students prior knowledge providing feedback transfer of knowledge and promoting self assessment Taylor and MacKenney provide proven strategies for infusing various learning theories into a curriculum guiding educators to find their own strategies for promoting learning in the classroom Both quantitative and qualitative research methods investigate learning theories and reforms in education Quantitative data sources build the theoretical framework for educating the student as well as developing strategies for closing the achievement gap Taylor and MacKenney fuse personal experiences with solid strategies for human learning

**Better Lesson Plans, Better Lessons** Ben Curran, 2015-09-25 In today s high stakes world ready made lessons and teacher s guides are no longer enough to guarantee achievement The best way to help students succeed is through deliberate and careful lesson planning focused on the end result of increasing student achievement Whether you are a new teacher or an experienced educator this book will help you get started by providing a practical step by step guide to designing lessons that will lead to student mastery of any objective You ll learn the essential components of lessons that are Common Core aligned and grounded in best practices Topics include Tailoring your lessons to meet your state standards while ensuring high student achievement Writing a strong objective to stay focused on the goal of a lesson Creating an end of lesson assessment to gauge the lesson s success Constructing a lesson plan that combines direct instruction guided practice and independent practice Along the way you ll find plenty of helpful examples from math and English Language Arts You ll also find end of chapter FAQs and activities to try to help you make these concepts a reality for your own classroom Many of the tools from the book are also available as free downloads from our website [www.routledge.com/books/details/9781138838871](http://www.routledge.com/books/details/9781138838871)

**Teaching History in the Digital Classroom** D. Antonio Cantu, Wilson J. Warren, 2003 While many methods texts have add on chapters on teaching with technology this book integrates the use of technology into every phase of the teaching profession Filled with decision making scenarios and reflective questions that help bring the material to life it covers the development of teaching technologies and lesson plans and includes actual instructional models in history and social studies An appendix provides sample lessons sample tests a list of resources and other practical materials

**Effective Instructional Strategies** Kenneth D. Moore, 2009 Applying the latest research findings and practical classroom practices

this book provides thorough coverage of the strategies and skills needed for effective teaching      **Secondary and Middle School Teaching Methods** Allan C. Ornstein,1992      *Development of Competency Based, Self-paced Learning Modules for In-servicing Instructors to Implement Cognitive Style Mapping Concepts with Students* William L. Warner,1981      *Dynamic Physical Education for Secondary School Students* Timothy A. Brusseau,Heather Erwin,Paul W. Darst,Robert P. Pangrazi,2024-02-29

Dynamic Physical Education for Secondary School Students DPE continues its legacy as the go to textbook for preparing future secondary physical educators Now in its 10th edition this trusted resource presents a standards based approach to teaching physical education DPE guides physical education teacher education PETE students through the process of creating a positive learning environment that is developmentally and culturally appropriate for all students and is designed to develop skills that promote physical activity outside of school and across the life span DPE is an ideal resource for preparing preservice physical educators to feel confident and effective in the class setting from day one It provides the foundational knowledge to teach quality physical education and complements that learning with a host of ready to use activities and lesson plans PETE students can use each lesson plan as is or build their own lesson plans from the provided activities The principles of DPE have been implemented and studied for more than five decades and have stood the test of time The text emphasizes skill development activity promotion and physical fitness behaviors that serve as the foundation of quality physical education programming and teaching The enhancements in this 10th edition continue to build on those pillars to put theory into practice Updates throughout the text stress the importance of culturally relevant pedagogy and curricula and emphasize social emotional learning QR codes link directly to complete units and lessons on the Dynamic PE ASAP website so readers can immediately see application of specific activities Activity chapters have been reorganized around game themes to better align with current curriculum approaches and new activities and games such as pickleball have been added This text will help current and future educators promote physical activity beyond the school day It offers a vast array of evidence based activities and instructional strategies that will help PETE students shape quality physical education programs employ successful teaching practices for secondary students administer a comprehensive school physical activity program CSPAP and offer activities that motivate students and improve their skill and competence Teaching tips also provide insights drawn from the real life experiences of teachers and teacher educators DPE continues to meet the needs of preservice and in service teachers in developing curricula that meet physical education standards DPE continues to be one of the most widely used and influential secondary physical education texts in the field It helps readers implement current best practices and equips students with the information they need to create engaging and meaningful PE programs      Mastery Learning in Classroom Instruction James H. Block,Lorin W. Anderson,1975      The Mastery Learning Handbook Jonathan Bergmann,2022-10-14

Mastery learning is an instructional approach that empowers every student to progress with confidence Using flexible pacing and targeted supports teachers guide students through a cyclic process of preparation

demonstration and formative feedback until there is a mutual agreement between teacher and student that the student is ready to advance In this book educator Jonathan Bergmann a pioneer of the flipped classroom movement walks you step by step through the mastery learning cycle explaining what it entails and providing the templates models and rubrics you need to start using it in your own classroom You ll learn how to Set meaningful measurable and transferable learning objectives that target essential knowledge skills and dispositions Develop a mastery rubric to check for student levels of proficiency Create an assessment plan that ensures positive learning experiences for all Plan and deliver units that incorporate both time shifted direct instruction and collaborative application activities within the classroom space Provide timely differentiated support based on students individual learning needs Informed by trial and error in his own classroom and by discussions with other expert practitioners Bergmann shares commonsense solutions to the major challenges of mastery learning implementation everything from how to manage pacing to how to create multiple versions of tests determine grades and get stakeholder buy in The Mastery Learning Handbook is both an introduction to this exciting instructional approach and a practical resource that K 12 teachers can turn to again and again See for yourself just how effective enjoyable and transformative mastery learning can be

**Effective Teaching Methods** Gary D. Borich, 1996 This text presents practical yet realistic research based teaching practices that have proven effective for engaging students in the learning process managing their classroom and increasing student achievement It not only tells what to do to obtain these results but shows how to obtain them The text explains how individual differences and learner diversity affect student learning needs and classroom management It also explores teaching strategies in depth explaining how to use both direct instructional methods and indirect methods A self report survey instrument is included to help teachers measure concerns about themselves the teaching task and their impact on students

Supportive Supervision Albert J. Coppola, Diane B. Scricca, Gerard E. Connors, 2004-02-20 This is a comprehensive and exceptionally practical blueprint for school supervision in the 21st century At a time when national standards for administrative preparation are in the wings this book should become required reading in schools of educational administration John Kappenberg Director of Research Sewanhaka Central High School Floral Park NY Successfully meet the needs of staff and students and become a teacher of teachers As an administrator new or experienced you are faced with a myriad of administrative curricular and supervisory tasks while at the same time expected to provide ongoing professional training for your staff How well prepared are you to deal effectively with the day to day business of supervising teachers What specific support and training opportunities did you receive in order to be the successful leader everyone expects Supportive Supervision offers that much needed and fully integrated support system for the building level supervisor By providing a clear path and focus the authors present a highly usable hands on guide that will help fill in the blanks created by districts and schools unable to distribute resources equally for the development and training of their supervisors Using a practical approach chapters focus on key points including Improving your own leadership and

supervisory skills Collaborating with staff on establishing school wide goals focused on academic improvement Implementing effective lesson planning with supportive and meaningful classroom observations Recruiting and hiring the right teachers while meeting the professional development needs of all staff A three part process and writing mode for the annual teacher evaluation Achieve what you first set out to do when you became an administrator embrace the future by creating a school environment that successfully and creatively meets the needs of all staff and students     Teaching the Elementary Language Arts Larry D. Kennedy,1975     *Reflective Planning, Teaching, and Evaluation, K-12* Judy W. Eby,Edward Kujawa,1994     *A Resource Guide for Elementary School Teaching* Patricia L. Roberts,Richard Dean Kellough,Kay Moore,2006 A Resource Guide for Elementary School Teaching is a practical comprehensive and concise methods book designed to engage readers in hands on and minds on learning about effective teaching Designed to engage readers in both hands on and reflective learning each chapter contains an abundance of application exercises on perforated pages that provide opportunities to practice what you are learning and to reflect on the progress you are making toward your professional competence Its user friendly format presents teachers with a valuable resource by offering strategies that can be easily applied in the elementary classroom Inservice Elementary Teachers K 5     **Differentiating Instruction** Jacqueline S. Thousand,Richard A. Villa,Ann I. Nevin,2014-11-14 The ultimate guide to leaving no child behind newly updated Now in its second edition this best selling book is your one stop resource for differentiated instruction Whether you re new to the concept or just looking to improve your approach you ll find tools to meet the needs of all your students in a way that works for you You ll discover how innovative approaches such as Universal Design for Learning UDL and retrofitting can help you adapt general education curriculum to fit diverse learning styles Featuring case studies at the elementary middle and high school levels this new edition offers More easy to use strategies to differentiate instruction in mixed ability classrooms A new chapter on collaborative planning and evaluation plus a discussion of co teaching and differentiation Updated lesson plans tied to the Common Core A greater emphasis on cultural proficiency ELLs and gifted students New technology references and resources A strengthened link to RTI Every student is different and every classroom is different too With multiple options to differentiate instruction at any point along the way this essential guide will help you create the path to success for every student Thousand Villa and Nevin take three very big ideas in education Universal Design Collaboration and Differentiated Instruction and combine them in a novel and engaging way And they practice what they preach the information and examples speak to someone just beginning to differentiate instruction as well as the expert who wants to further refine his or her craft Douglas Fisher Professor San Diego State University The extensive emphasis on technology case studies and lesson plans throughout the book provide a rich resource to the readers of this exciting text Administrators university instructors and staff developers will find this a valuable tool to support their students and colleagues on their differentiation journey Mary Falvey Retired Dean and Professor Emeritus California State University Los Angeles     **Learning and Teaching** Donald P.

Kauchak, Paul D. Eggen, 2007 This substantially revised Fourth Edition represents one of the most up to date research based methods texts available today This text has two specific goals to change how teachers think about teaching and to change how they actually teach Solidly grounded in research the text describes practical methods in a clear readable manner with numerous case examples and offers suggestions for applying those methods in today s diverse school environments Kauchak and Eggen organize their discussion around three important themes in education diversity motivation and technology

*Effective Teaching* Marilyn L. Kourilsky, Lory Quaranta, 1987      **Reflective Planning, Teaching, and Evaluation** Judy W. Eby, Adrienne L. Herrell, James L. Hicks, 2002 For General K 12 Teaching Methods and General Secondary Methods courses Reflective Planning Teaching and Evaluation K 12 takes a constructivist approach and offers an original Reflective Action model of how thinking caring teachers function in real classrooms      *Mathematics Teacher, Learning and Teaching PK-12*, 1919

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## **Table of Contents Mastery Learning Lesson Plan**

1. Understanding the eBook Mastery Learning Lesson Plan
  - The Rise of Digital Reading Mastery Learning Lesson Plan
  - Advantages of eBooks Over Traditional Books
2. Identifying Mastery Learning Lesson Plan
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Mastery Learning Lesson Plan
  - User-Friendly Interface
4. Exploring eBook Recommendations from Mastery Learning Lesson Plan
  - Personalized Recommendations
  - Mastery Learning Lesson Plan User Reviews and Ratings
  - Mastery Learning Lesson Plan and Bestseller Lists
5. Accessing Mastery Learning Lesson Plan Free and Paid eBooks
  - Mastery Learning Lesson Plan Public Domain eBooks
  - Mastery Learning Lesson Plan eBook Subscription Services
  - Mastery Learning Lesson Plan Budget-Friendly Options



6. Navigating Mastery Learning Lesson Plan eBook Formats
  - ePub, PDF, MOBI, and More
  - Mastery Learning Lesson Plan Compatibility with Devices
  - Mastery Learning Lesson Plan Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Mastery Learning Lesson Plan
  - Highlighting and Note-Taking Mastery Learning Lesson Plan
  - Interactive Elements Mastery Learning Lesson Plan
8. Staying Engaged with Mastery Learning Lesson Plan
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Mastery Learning Lesson Plan
9. Balancing eBooks and Physical Books Mastery Learning Lesson Plan
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Mastery Learning Lesson Plan
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Mastery Learning Lesson Plan
  - Setting Reading Goals Mastery Learning Lesson Plan
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Mastery Learning Lesson Plan
  - Fact-Checking eBook Content of Mastery Learning Lesson Plan
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
  - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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