**Artifact A is**  a teaching segment I created during my professional year at Towson University. The lesson segment was intended for a class that had students at varying proficiency levels. **This artifact demonstrates my proficiency in this principle** because I use different methods of instruction in order to accomplish different goals. The lesson plan shows my ability to recognize the moments when different methods of instruction are beneficial, and my ability to recognize when students should be teaching themselves. Within a single lesson segment I use various types of instruction in order to best suit the classroom. Group discussion is used when learning new concepts so that students are able to share their ideas with the class, and definitions can be created using the words that students know. I move to a small group discussion after teaching new content in order to allow students time to practice what they have learned. I have students work in small groups to discuss the novels they have been reading in class; this allows students to learn from each other, and allows students to share their opinions on the texts they have read. I use cooperative learning in order to model the small group discussion with a group that has multiple IEPs. I act as the highly proficient student in the group, and model how to offer higher level questioning within a small group. Students around the classroom watch the literature circle taking place, while the group that struggles with IEPs benefits from having me there to offer insight on the novel, and to work with them through the exercise. **This teaching segment has a positive impact on student achievement** because it ensure the students who need the most attention are receiving it. All students in the classroom benefit through my modeling of the exercise they are going to be completing, but the group that has multiple IEPs benefits directly through having a highly proficient person in the group that will be able to push them to achieve their best. Students outside of the group act more efficiently after having seen the activity modeled, and they are given the opportunity to ask questions during the model in order to clarify problems. **This teaching segment demonstrates the "judging prior learning" aspect of the Planning-Teaching-Learning cycle** because I used information gathered from previous experience with the students in order to determine who needed the most help, and which of the students would benefit solely through witnessing the literature circle take place. After reviewing assessments from prior assignments I was able to recognize that the students with IEPs benefited greatly from cooperative learning.