# Course Details and Selected Assignments: Standard 10: Leadership and Collaboration

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## Course: Psycho-educational Development of Diverse Learner Classroom Application

### Course Learning Outcomes

|  |
| --- |
| **CLO** |
| **CLO1:** Base classroom expectations on the developmentally appropriate abilities of students.  |
| **CLO2:** Apply theory and principles of neuroscience cognition to learning and classroom management.  |
| **CLO3:** Recognize departures from typical or average development.  |
| **CLO4:** Advocate for the needs and rights of children.  |

### Course Structure

[Week 1: Nature, Nurture and Plasticity 7](file:///Z%3A%5CArizona%5CRound%202%5CFIGs%5CEDU6005v1%20Faculty%20Instructional%20Guide%20%281%29.docx#_Toc447878621)

[Week 2: Infants and Toddlers 16](file:///Z%3A%5CArizona%5CRound%202%5CFIGs%5CEDU6005v1%20Faculty%20Instructional%20Guide%20%281%29.docx#_Toc447878622)

[Week 3: Early Childhood 18](file:///Z%3A%5CArizona%5CRound%202%5CFIGs%5CEDU6005v1%20Faculty%20Instructional%20Guide%20%281%29.docx#_Toc447878623)

[Week 4: Middle Childhood Part I 20](file:///Z%3A%5CArizona%5CRound%202%5CFIGs%5CEDU6005v1%20Faculty%20Instructional%20Guide%20%281%29.docx#_Toc447878624)

[Week 5: Advocacy 22](file:///Z%3A%5CArizona%5CRound%202%5CFIGs%5CEDU6005v1%20Faculty%20Instructional%20Guide%20%281%29.docx#_Toc447878625)

[Week 6: Middle Childhood Part II 24](file:///Z%3A%5CArizona%5CRound%202%5CFIGs%5CEDU6005v1%20Faculty%20Instructional%20Guide%20%281%29.docx#_Toc447878626)

[Week 7: Adolescence 27](file:///Z%3A%5CArizona%5CRound%202%5CFIGs%5CEDU6005v1%20Faculty%20Instructional%20Guide%20%281%29.docx#_Toc447878627)

[Week 8: Emerging Adulthood 29](file:///Z%3A%5CArizona%5CRound%202%5CFIGs%5CEDU6005v1%20Faculty%20Instructional%20Guide%20%281%29.docx#_Toc447878628)

Assignments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assignment** |  | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** |  |  |  |
|  | Discussion |  | Discussion | 5 |
|  | Week 1 Challenge for a Professional Teacher |  | Challenge | 1 |
| **Week 2** |  |  |  |
|  | Discussion |  | Discussion | 5 |
|  | Week 2 Challenge for a Professional Teacher |  | Challenge | 1 |
| **Week 3** |  |  |  |
|  | Discussion |  | Discussion | 5 |
|  | Week 3 Challenge for a Professional Teacher |  | Challenge | 1 |
|  | Course Project Component 1: Project Plan  |  | Course Project | 7 |
| **Week 4** |  |  |  |
|  | Discussion |  | Discussion | 5 |
|  | Week 4 Challenge for a Professional Teacher |  | Challenge | 1 |
|  | Course Project Component 2: Identify the Theorist |  | Course Project | 7 |
| **Week 5** |  |  |  |
|  | Discussion |  | Discussion | 5 |
|  | Week 5 Challenge for a Professional Teacher |  | Challenge | 1 |
|  | Component 3: Structured Experiences and Assessments  |  | Course Project | 7 |
| **Week 6** |  |  |  |
|  | Discussion |  | Discussion | 5 |
|  | Week 6 Challenge for a Professional Teacher |  | Challenge | 1 |
|  | Component 4: Draft Course Project for Instructor’s Review |  | Course Project | 7 |
| **Week 7** |  |  |  |
|  | Week 7 Challenge for a Professional Teacher |  | Challenge | 1 |
|  | Component 5: Critiques  |  | Course Project | 7 |
|  | Peer Project Critique |  | Peer Project Critique | 9 |
| **Week 8** |  |  |  |
|  | Discussion |  | Discussion | 5 |
|  | Week 8 Challenge for a Professional Teacher |  | Challenge | 1 |
|  | Component 6: Final Course Project  |  | Course Project | 12 |
| **Total Points** |  |  | **100** |

### Textbook:

Berger, K.S. (2015). *The developing person through childhood and adolescence*, *10th Ed*. New York, NY: Worth Publishers.

ISBN: 978-1464177354

### Example Assignments

|  |  |
| --- | --- |
| **Course Project**  | CLO1, CLO2, CLO3, CLO4 |
| The Course Project requires you to apply your understanding of child development and developmental theory to address a common childhood challenge. You will select one childhood challenge that affects children at school and at home. After researching several theoretical approaches to the challenge, you will design digital presentation or website for the PTA suggesting strategies to address the challenge.* **Step 1**: Select a developmental area (physical, emotional, or cognitive) and research one theorist in that area. Then imagine a child of a specific age. Identify the stage or skill level of the child, according the theorist you selected.
* **Step 2**: Select a common skill a child needs to learn. I will approve almost any skill or behavior. Examples:
	+ Helping Children Learn to Share
	+ Getting Ready for School
	+ These Kids are So Messy!
	+ Teaching Children to Take Turns
	+ Stay Safe: Teach Your Child His Name, Phone Number and Address
	+ Supporting Children in Managing Their Weight
	+ Becoming an Active Family
	+ Preparing Meals as a Family
	+ Homework Without the Hassle
	+ Tips for Enriching Vocabulary
	+ What to Do When Your Child Bites
	+ What to Do When Your Child Refuses to Go to School
	+ Multilingual Families: When You Don’t Speak English at Home
* **Step 3**: Design a digital presentation or website for the PTA at your school. Describe the theory that applies to this skill, characteristics of a particular child you imagine needing this support, the current and next stage or skill level, and the interventions and measurement techniques that could help. First describe how to structure and support the child in moving from his current behavior or skill level toward the next skill level, according to the theorist you selected. What does the theorist recommend? What will you do in your classroom to support this learning? What experiences, activities, lessons, techniques, interactions or resources could parents use at home? Identify at least three experiences or lessons you and the families could try that will support the child in learning the skill. How will you measure the results of the experiences or lessons?

Digital presentations may be produced in the digital application of your choice. Options include:* + Wordpress.com
	+ Wix
	+ Weebly
	+ Google Sites
	+ Blogger
	+ Wikispaces
	+ EduBlogs
	+ Foliji
	+ PowerPoint
	+ Prezi

The Course Project will contain these components, which are due throughout the course. Each Component can be submitted initially as a document. Then the relevant items within each Component will be compiled in the digital resource, either a website or a presentation.**Course Project Component 1: Project Plan (Due Week 3)*** **Identify** target skill, concept or behavior that concerns you, and that you want to study in more detail. Why are you interested in this behavior?
* **Describe** an imaginary or composite student with this issue. Include age, sex, personality, physical qualities, and any other information that may contribute to the development of the skill or behavior. Do not reveal the name of a real child. It is unnecessary.
* **Identify** the tool you will use to create your website or presentation. Provide a rationale for the tool and why this tool was selected over others.
* **Identify** an expert reviewer and provide his contact information. The expert reviewer should be a member of the target audience of your web site; i.e. a parent with a child that age, or a teacher of children with this developmental challenge, etc. This person should be willing to take a few minutes to critique your website once it is drafted. There will be several opportunities for your classmates to critique your site, and of course I will review your progress every week. But in addition, identify someone outside our class who will take a few minutes to provide helpful feedback. For example, if the audience for your web site is parents with school age children who struggle to complete their homework, name almost any parent or teacher (we all share that issue!). If you select the challenge of helping children stay fit and trim, select a teacher with this concern for her students. This critique will involve sending your reviewer the link to your website. Then your "expert" should send you an email or speak to you with some ideas on how your website could be improved. This step is informal and not intended to be difficult for you, so select a person who is easy for you to contact.
* **Provide** an explanation for why this project is significant to you

**Course Project Component 2: Identify the Theorist (Due Week 4)*** **Identify** the theorist whose work best applies to addressing the child’s challenge or changing the student’s behavior
* **Explain** why you selected this theory. Describe the other theories you considered and why you did not select them to support this situation.

**Course Project Component 3: Structured Experiences and Assessments (Due Week 5)*** How do you suggest translating your selected theory into practice?
* What do you recommend to teachers to implement in their classrooms?
* What do you recommend to parents to try at home?
* Create at least 3 Structured Experiences and Assessments to reflect the implementation of your selected theory.

**Course Project Component 4: Draft Course Project for Instructor’s Review (Due Week 6)*** **Submit** your Draft Project for feedback from your Instructor. Revise to feedback.

**Course Project Component 5: Critiques (Due Week 7)*** **Send** your Draft Project to your Expert Reviewer and post for a classmate’s review. Revise your project to reviewer’s suggestions.

**Course Project Component 6: Final Course Project (Due Week 8)*** **Submit** your final Course Project.

Each component should be revised to feedback from peers, children, outside experts and the instructor. The final submission is scored separately from each component.  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **4 points****Mastery** | **3 points****Proficiency** | **2 points****Cursory** | **1 points****Deficiency** |
| **Characteristics and theoretical models****(x 2)** | Website or presentation features a section that clearly explains characteristics of typical and atypical child development, the theories that apply to assisting the child in moving from one skill level or behavior to the next level, and how teachers and parents can nurture growth in students in the area being presented. The information is detailed and thorough | Website or presentation features a section that appropriately explains characteristics of typical and atypical child development, the theories that apply to assisting the child in moving from one skill level or behavior to the next level, and how teachers and parents can nurture growth in students in the area being presented  | Website or presentation features a section that somewhat explains characteristics of typical and atypical child development, the theories that apply to assisting the child in moving from one skill level or behavior to the next level, and how teachers and parents can nurture growth in students in the area being presented. The information is not detailed or there is one or more components missing | Website or presentation does not feature a clear section that explains characteristics of typical and atypical child development, the theories that apply to assisting the child in moving from one skill level or behavior to the next level, and how teachers and parents can nurture growth in students in the area being presented. More than one of the components is missing or the information is limited |
| **Experiences or lessons within the website or presentation****(x 2)** | Three experiences or lessons are thorough and clearly provided on the website or presentation that assists parents in supporting their child in learning a new skillThe lessons also include opportunities for students to understand and advocate for strategies that meet their individual learning needs which may include IEPs, IFSPs, and 504 plans | Two experiences or lessons are clearly provided on the website or presentation that assists parents in supporting their child in learning a new skillThe lessons also include opportunities for students to understand and advocate for strategies that meet their individual learning needs which may include IEPs, IFSPs, and 504 plans | Two experiences or lessons are provided and are somewhat clear on the website or presentation  | One or two experiences or lessons are provided and are minimal or limited |
| **Resources****(x .5)** | Website or presentation contains a clear and thorough resource page or slide(s) that allows access for resources from the community and school. The resource page clearly explains and includes an option for collaboration, co-teaching, coaching, and/or networking | Website or presentation contains a resource page or slide(s) that allows access for resources from the community and school. The resource page explains and includes an option for collaboration, co-teaching, coaching, and/or networking | Website or presentation contains a resource page or slide(s) that allows some access for resources from the community and school. There may be limited informationThe resource page may explain and include an option for collaboration, co-teaching, coaching, and/or networking | Website or presentation contains a resource page or slide(s) that is minimal or inaccurate ) |
| **Strategies****(x 1)** | Website or presentation includes a page or slide with a clear description of strategies for how the skill will be practiced in school and how teacher and student will communicate to ensure student participation in learning.  | Website or presentation includes a page or slide with a description of strategies for how the skill will be practiced in school and how teacher and student will communicate to ensure student participation in learning.  | Website or presentation includes a page or slide with a minimal description of strategies for how the skill will be practiced in school and how teacher and student will communicate to ensure student participation in learning.  | Website or presentation includes a page or slide without a clear description of strategies for how the skill will be practiced in school and how teacher and student will communicate to ensure student participation in learning.  |

**Week 5: Advocacy**

**Learning Objectives**

|  |  |
| --- | --- |
| * 1. Conduct research related to childhood disabilities.
 | CLO2, CLO3 |
| * 1. Demonstrate student advocacy.
 | CLO4 |

**Activities and Resources**

|  |  |
| --- | --- |
| **Readings and Resources** |  |
| ***Journal Article**** Read *Fighting the Good Fight: How to Advocate for Your Students without Losing Your Job* located at: <http://www.ldonline.org/article/22720/>
 |

**Assignments**

|  |  |
| --- | --- |
| **Discussion: Disabilities** | 5.1 |
| **Prepare** a response in which you address the following:* Select a childhood disability or disease and locate several Web sources devoted to that condition. Identify one that is appropriate for use by the children themselves.
* Describe your selected site, the age of the students who could benefit from the site, and how you would introduce this resource to the student. You may consider any disability or disease, and students of any age, 0 to 18.

**Post** your initial response to the *Disabilities* discussion forum by Wednesday, Day 3 of Week 5.**Apply** the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a classmate.  **Respond** to the RISE questions and suggestions to your initial post by Sunday, Day 7 of Week 5.  |
|  |  |
| **Assignment: Week Five Challenge for a Professional Teacher** | 5.2 |
| **Scenario**: Maria is a sixteen year old high school student who walks with a limp due to a congenital anomaly. You are concerned that the other students are teasing her, so you determine to talk to your class on a day when Maria is not present. **Write** a brief response to the following prompt:* What will you say or do?
* Which theory or theories inform your strategy?

**Post** your response the *Week 5 Challenge for Professional Teacher* discussion forum by Sunday, Day 7 of Week 5. *\*Note: You will not be able to see the posts of your classmates until you post your initial response.*  |

## Course: Principles, Practices, and Socio-Cultural Issues of Teaching English Language Learners

### Course Learning Outcomes

|  |
| --- |
| **CLO** |
| **CLO1**: Determine the effective application of first and second language acquisition theories.  |
| **CLO2**: Evaluate the philosophy, design, goals, and characteristics of programs for English Language Learners.  |
| **CLO3**: Analyze the impact of state and federal mandates on placement and instructional programs for English language learners. |
| **CLO4**: Compare instructional strategies for English Language Arts and English language development. |
| **CLO5**: Apply materials, methods, and strategies for English learners that lead to the rapid acquisition of grade-level listening, speaking, reading, and writing skills in English.  |
| **CLO6**: Apply knowledge and skills in developing content-area instruction for English language learners.  |
| **CLO7**: Analyze classroom instructional strategies to effectively facilitate content and language learning of English language learners.  |
| **CLO8**: Interpret assessments of English Language Learners to effectively use appropriate measures for assessment and monitoring of English Language Learners for language development and content knowledge in the core curriculum. |
| **CLO9**: Apply knowledge of the historical and cultural traditions and values of major ethnic groups into classroom instruction. |

### Course Structure

**Course Overview**

[Week 1: The Effects of Culture on Teaching 14](#_Toc447642533)

[Week 2: EL Program Design & Second Language Acquisition 17](#_Toc447642534)

[Week 3: Effective English Learner Instruction 20](#_Toc447642535)

[Week 4: Oral Language Development Strategies 23](#_Toc447642536)

[Week 5: Literacy and Vocabulary Development Strategies for EL Students 27](#_Toc447642537)

[Week 6: SDAIE Instruction and the Writing Process for EL Students 30](#_Toc447642538)

[Week 7: Authentic Assessment and the use of Rubrics for Evaluation 33](#_Toc447642539)

[Week 8: Standards-Based and Understanding by Design Lesson Planning 36](#_Toc447642540)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** |  |  |  |
|  | Discussion: Building Community |  | Discussion | 5 |
|  | Discussion: Connecting with Students |  | Discussion | 5 |
|  | Assignment: Visual Presentation |  | Presentation | 10 |
| **Week 2** |  |  |  |
|  | Discussion: Second Language Acquisition |  | Discussion | 5 |
|  | Assignment: The Ideal English Learner Program |  | Paper | 10 |
| **Week 3** |  |  |  |
|  | Discussion: Effective Instruction of English Learners |  | Discussion | 5 |
|  | Assignment: EL/SDAIE Lesson Plan Analysis |  | Lesson Plan  | 10 |
| **Week 4** |  |  |  |
|  | Discussion: Developing Oral Language Skills |  | Discussion | 5 |
|  | Discussion: Oral Language Strategies |  | Discussion | 5 |
|  | Assignment: Oral Language Development Strategies |  | Lesson Plan | 15 |
| **Week 5** |  |  |  |
|  | Discussion: Promoting Early Literacy |  | Discussion | 5 |
|  | Discussion: Vocabulary Development |  | Discussion | 5 |
|  | Assignment: Literacy and Writing Development Strategies |  | Lesson Plan | 15 |
| **Week 6** |  |  |  |
|  | Discussion: Content Standards & English Learners |  | Discussion | 5 |
|  | Discussion: Writing Process |  | Discussion | 5 |
|  | Assignment: SDAIE Lesson Plan |  | SDAIE Lesson Plan | 15 |
| **Week 7** |  |  |  |
|  | Discussion: Authentic Assessment |  | Discussion | 5 |
|  | Discussion: Rubrics for Authentic Assessments |  | Discussion | 5 |
|  | Assignment: Authentic Assessment with Scoring Rubric |  | SDAIE Lesson Plan | 15 |
| **Week 8** |  |  |  |
|  | Discussion: Understanding by Design |  | Discussion | 5 |
|  | Assignment: Standards-Based SDAIE Curriculum Unit |  | Project | 45 |
| **Total Points** |  |  | **200** |

### Textbook

Peregoy, S. F., & Boyle, O. F. (2013). Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners (6th ed.). Boston, MA: Pearson Education, Inc.

ISBN: 978-0132892971

### Example Assignments

|  |  |
| --- | --- |
| **Discussion: Connecting with Students**  | 1.1, 1.2 |
| One important aspect of teaching is creating connections and relationships with your English learners. **Respond** to the following prompts in the Connecting with Students discussion forum by Friday: * How will you encourage learners who are immigrants to share with you and their classmates about their home cultures?
* What methods do you plan to employ to include and honor different cultures and languages and encourage family participation?
* Select one strategy described in Chapter 1 of *Reading, Writing, and Learning in ESL* and one from the Colorin, Colorado article.
* How would you use each strategy with your students?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

## Course: Technology in the Curriculum

### Course Learning Outcomes

|  |
| --- |
| **CLO** |
| **CLO1:** Apply theories of instructional design and technology to educational lessons and resources. |
| **CLO2:** Critique theories in instructional design and technology in education. |
| **CLO3:** Evaluate applications of instructional design theory and technology in education. |

### Course Structure

**Course Overview**

[Week 1: Blended Learning & Flipped Classrooms (Module One) 13](#_Toc448760810)

[Week 2: Technology & Education Policy (Module Two) 16](#_Toc448760811)

[Week 3: Media Literacy, Learning Theories, Multimedia, & Instructional Design (Module Three) 20](#_Toc448760812)

[Week 4: Anchored Instruction, Situated Cognition, & Goal-Based Scenarios (Module Four) 23](#_Toc448760813)

[Week 5: Teaching and Learning by Design & Problem and Case Based Learning (Module Five) 26](#_Toc448760814)

[Week 6: Games, Simulation, Microworlds, & Programming in Learning (Module Six) 29](#_Toc448760815)

[Week 7: Communities of Practice, Learning Communities, & Data Analysis (Module Seven) 31](#_Toc448760816)

[Week 8: Evaluation (Module Eight) 34](#_Toc448760817)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** |  |  |  |
|  | Introductions |  | Discussion | 4 |
|  | Course Project: Educational Technology |  | Discussion | 4 |
|  | Blended Learning Lesson Plan |  | Lesson Plan | 5 |
| **Week 2** |  |  |  |
|  | Policy Initiatives for Technology in the Curriculum |  | Discussion | 4 |
|  | Technology in the Classroom |  | Lesson Plan | 5 |
|  | Project Idea |  | Course Project | 2 |
| **Week 3** |  |  |  |
|  | Course Project and Media |  | Discussion | 4 |
|  | Media Literacy Lesson |  | Lesson Plan | 5 |
| **Week 4** |  |  |  |
|  | Course Project and Varied Lessons |  | Discussion | 4 |
|  | Varied Lesson Plan |  | Lesson Plan | 5 |
| **Week 5** |  |  |  |
|  | Course Project and Learning by Design |  | Discussion | 4 |
|  | Learning by Design Lesson Plan |  | Lesson Plan | 5 |
|  | Course Project: Contact Page |  | Course Project | 4 |
| **Week 6** |  |  |  |
|  | Gaming, Simulation, Microworlds, & Programming |  | Discussion | 4 |
|  | Course Project and Gaming, Simulation, Microworlds, & Programming |  | Discussion | 4 |
| **Week 7** |  |  |  |
|  | Virtual Learning Communities |  | Discussion | 4 |
|  | Course Project and Collaboration |  | Discussion | 4 |
|  | Adapted Lesson Plan |  | Lesson Plan | 5 |
| **Week 8** |  |  |  |
|  | Assess Learning |  | Discussion | 4 |
|  | Course Project: Educational Technology |  | Course Project | 10 |
|  | Presentation Evaluations |  | Course Project | 10 |
| **Total Points** |  |  | **100** |

### Resources

Journals articles are provided in the Canvas LMS for this course as described in the readings for the assignments

### Example Assignments

Outcomes

|  |  |
| --- | --- |
| * 1. Determine the implications of policy initiatives and standards in technology on education.
 | CLO1, CLO3 |

Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 2.1 |
| ***Online Resources**** [ISTE Launches Project ReimagineED, New Social Learning Community for K-12 Teachers, Technology Coaches](http://www.iste.org/about/media-relations/news-details/2014/11/12/iste-launches-project-reimagined-new-social-learning-community-for-k-12-teachers-technology-coaches)
* [ISTE Standards](http://www.iste.org/standards)
* Herold, B. “[Technology in Education: An Overview](https://www.edweek.org/ew/issues/technology-in-education/index.html).” Education Week. (2016)
* Perrott, Eric. "[Copyright in the Classroom: Why Comprehensive Copyright Education Is Necessary in United States K-12 Education Curriculum](http://digitalcommons.wcl.american.edu/cgi/viewcontent.cgi?article=1058&context=ipbrief)." Intellectual Property Brief 2, no. 3 (2011): 5-18.
* Worthen, M., & Patrick, S. (2014). [The iNACOL State Policy Frameworks: 5 Critical Issues to Transform K-12 Education](http://www.inacol.org/wp-content/uploads/2015/03/iNACOL-State-Policy-Frameworks-5-Critical-Issues-to-Transform-K12-Education-Nov2014.pdf). iNACOL, The International Association for K-12 Online Learning.
* [Embrace Civility in the Digital Age](http://www.embracecivility.org/)
* [Digital Citizenship: Using Technology Appropriately](http://www.digitalcitizenship.net/)
* [AACE](http://www.aace.org/)
* [ConnectEd Initiative](https://obamawhitehouse.archives.gov/sites/default/files/docs/fact-sheet_connected_realizing-the-promise-of-digital-learning.pdf)

**Read** the following webpages from the U.S. Department of Education:* [Science, Technology, Engineering and Math: Education for Global Leadership](http://www.ed.gov/stem)
* [Technology and Education Reform](http://www2.ed.gov/pubs/EdReformStudies/EdTech/index.html)
* Office of Educational Technology: [National Education Technology Plan](http://tech.ed.gov/netp/)
* [Technology in Education: Privacy and Progress](http://www.ed.gov/news/speeches/technology-education-privacy-and-progress)
* Privacy Technical Assistance Center: [Protecting Student Privacy While Using Online Educational Services: Requirements and Best Practices](http://ptac.ed.gov/sites/default/files/Student%20Privacy%20and%20Online%20Educational%20Services%20%28February%202014%29.pdf)
* [Accessibility Enhancement Initiative](http://www2.ed.gov/web-guidance/accessibility/key-concepts.doc)
 |
| ***Alliant Library*****Request** an interlibrary loan for the following article:Lakhan, S., & Khurana, M. (2008). [Intellectual property, copyright, and fair use in education](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=43153292&site=ehost-live&scope=site). *Academic Leadership* (15337812), 6(4), 1.* Click on **Full Text Finder** from the menu on the left
* Click on **Can’t find it? Click here to request it for free through ArticleReach/Interlibrary Loan**
* Type in your Name and Student ID in the spaces provided
* Request the article

**Note**. It may take a few days to receive a copy of the article.  |

Assignments

|  |  |
| --- | --- |
| **Policy Initiatives for Technology in the Curriculum** | 2.1 |
| **Respond** to the following prompts in the Policy Initiatives for Technology in the Curriculum forum by Wednesday:* What are the implications of the example policy initiatives and standards, from the readings, on the classroom? On your lesson plan design from Week One? What are the general implications?
* How would you modify your lesson plan design for Intellectual Property, Safety, Privacy, Access, Accessibility, and Digital Citizenship issues?
* Propose your own policy initiative for Technology in the Classroom.

**Reply** to three of your classmates’ posts by Sunday. **Note**. Reference your readings in your initial response and your replies to classmates’. |

|  |  |
| --- | --- |
| **Course Project: Educational Technology**  | CLO1, CLO2, CLO3 |
| **Imagine** the school district has issued a directive to incorporate more technology in the day to day activities of the school. For teachers this could be integrating technology tools into the curriculum, for administrators or instructional designers this could be creating a technology resource page for the teachers. **Part I: Project Design*** **Locate** classmates’ with similar areas of interest to form groups of 2-3 people by the end of Week One.
* **Select** a freeware or software application to build your Educational Technology Project. Explore possible options provided below or propose your own suggestions:
	+ [EZClassSites](http://www.ezclasssites.com/)
	+ [Weebly](http://www.weebly.com/)
	+ [Google Sites](https://sites.google.com)
* **Note**. You are not limited to the option provided. It is encouraged that you test you comfort levels and use applications or resources you are not familiar with.
* **Incorporate** or provide resources and support for the following elements in your Project:
	+ Television and video *(Week Three)*
	+ Instructional design theories *(Week Three)*
	+ Situated cognition *(Week Four)*
	+ Anchored instruction *(Week Four)*
	+ Goal-based Scenario *(Week Four)*
	+ Learning by design *(Week Five)*
	+ Teaching agents *(Week Five)*
	+ Gaming, simulation, micro worlds, or programming *(Week Six)*
	+ Situated learning, social networking, virtual learning communities, and collaboration *(Week Seven)*

**Support** your project design with references from the course readings. **Part II: Documentation Support*** **Write** a 1,200-to 1,500-word paper that describes how each of the above elements were incorporated into your Educational Technology Project. Include references to course readings.
* **Submit** the paper and a link to your project by Tuesday.

**Part III: Presentation*** **Create** a 2-to 3-minute narrated and animated presentation to the school district highlighting the main points of your Educational Technology Project. Include references to course readings.
* **Present** your project to a partner group by Thursday.
 |

## Course: Supporting Differentiated Learning (Seminar)

###  Course Learning Outcomes

|  |
| --- |
| **CLO** |
| **CLO1:** Describe instructional strategies that maximize the involvement and provide support to all students. |
| **CLO2:** Differentiate a lesson to specifically meet the needs of students with specific learning and language needs.  |
| **CLO3:** Analyze the effectiveness of integrating differentiation strategies into a lesson. |
| **CLO4:** Reflect on differentiation strategies and how to best meet needs of different learners. |

### Seminar Structure

Planning, Teaching, Analysis, Self-Assessment Segments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week**  | **Assessment**  | **Due**  | **Assignment Category**  | **Point Value**  |
| Planning Segment: Readings and Discussions (Weeks 1-3)  |   |   |   |
| **1**  | TLC 2.0, Part 3 Graphic Organizer – Week 1  | End of Week 1  | Reading Responses  | 3  |
| **1**  | Discussion Post #1: Wormelli’s “Busting Myths about Differentiation”  | End of Week 1  | Discussion Post/Peer Response  | 7  |
| **2**  | TLC 2.0, Part 3 Graphic Organizer – Week 2  | End of Week 2  | Reading Responses  | 3  |
| **2**  | Discussion Post #2: “Rethinking English Language Instruction: An Architectural Approach”  | End of Week 2  | Jigsaw Reading Assignment/ Sharing/Peer Response  | 7  |
| **3**  | TLC 2.0, Part 3 Graphic Organizer – Week 3  | End of Week 3  | Reading Responses  | 3  |
| **3**  | Discussion Post #3: Multiple Intelligences  | End of Week 3  | Reading Assignment/ Sharing/Peer Response  | 7  |
| Teaching Segment: Application to teaching (Weeks 4-5)  |   |   |   |
| **4**  | Discussion Post #4: Differentiation Resources  | End of Week 4  | Reading Assignment/ Sharing/Peer Response  | 7  |
| **4**  | eJournal #1: Focus students’ descriptors  | End of Week 4  | eJournal  | 3  |
| **5**  | eJournal #2: Focus students’ data  | End of Week 5  | eJournal  | 3  |
| **5**  | Differentiation Assignment   | End of Week 5  | Assignment  | 17  |
| Analysis Segment: Peer review and self-evaluation (Weeks 6-7)  |   |   |   |
| **6**  | Discussion Post #5: “8 Characteristics of Motivated Kids”  | End of Week 6  | Reading Assignment/ Sharing/Peer Response  | 7  |
| **6**  | Discussion Post #6: Differentiation Summary and Artifact Sharing  | End of Week 6  | Assignment Sharing/Artifact Posting  | 11  |
| **7**  | Discussion Post #6, cont.: Differentiation Assignment Peer Feedback  | End of Week 7  | Peer Feedback on Discussion Post  | 6  |
| **7**  | Discussion Post #7: Resource Sharing: Assistive Technology  | End of Week 7  | Resource Sharing  | 3  |
| **7**  |  Discussion Post #8: Resource Sharing:  Enrichment Activities  | End of Week 7  | Resource Sharing  | 3  |
| Reflection Segment: Self-assessment (Week 8)  |   |   |   |
| **8**  | Discussion Post #9: “Joaquin’s Dilemma”  | End of Week 8  | Reading Assignment/ Sharing/Peer Response  | 7  |
| **8**  | eJournal #3: Perspective Shifts  | End of Week 8  | eJournal  | 3  |
| **Total Points**  |   |   | **100**  |

### Textbook and General Resources

Kampwirth, T. J., & Powers, K. M., (2016). *Collaborative consultation in the schools: Effective practices for students with learning and behavior problems, enhanced Pearson eText* (5th ed.). Boston, MA: Pearson Education.

ISBN: 978-0134019642

**Online Resources**

* [National Association of State Directors of Special Education, Inc.](http://www.nasdse.org/)
* Arizona Department of Education– [Exceptional Student Services](http://www.azed.gov/specialeducation/)
* Center for Applied Special Technology–[CAST](http://www.cast.org/)
* [Teacher Tap: Professional Development Resources for Educators & Librarians](http://eduscapes.com/tap/tap1.htm) from eduscapes
* [The National Center for Culturally Responsive Educational Systems](http://www.nccrest.org/)
* National Association for Bilingual Education–[NABE](http://www.nabe.org/)

### Example Assignments

**Weeks 6-7: Analysis Segment**

**Learning Objectives**

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| --- | --- |
| 1. Objective: Teachers will be able to cite different motivating forces and develop a strategy to improve engagement of a particular focus student.
 | **CLO1:** Describe instructional strategies that maximize the involvement and provide support to all students. |
| 1. Objective: Teachers will be able to cite specific differentiation strategies integrated into a lesson plan and analyze their effectiveness in meeting the needs of an English language learner and a student with an academic challenge
 | **CLO3:** Analyze the effectiveness of integrating differentiation strategies into a lesson. |
| 1. Objective: Teachers will be able to analyze the effectiveness of a peer’s differentiation strategy and provide at least one specific improvement, suggestion or idea on how to best meet the needs of a student.
 | **CLO3:** Analyze the effectiveness of integrating differentiation strategies into a lesson. |
| 1. Objective: Teachers will be able to cite specific online resources available to meet the needs of diverse learners within their content area.
 | **CLO1:** Describe instructional strategies that maximize the involvement and provide support to all students. |

**Assignments – Week 6**

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| **Discussion Post #8: Joaquin’s Dilemma** | **CLO1:** Describe instructional strategies that maximize the involvement and provide support to all students. |
| Race plays an important role in society and in our schools. This is an article written by a prominent black educator about his experiences raising his son in Berkeley public schools. Some things to think about before reading the article. * How did you come to value education? Does it mirror your students’ value system? Why or why not?
* What motivated you in school? How did you get to college? Was it an expected culmination of your high school education, or did you deviate from your family’s expectations? Do you students have a similar or different educational experience than you did? How was it different or the same?
* What influence did your peer group hold for you as a teenager? Can you think of an example when you followed your peer group against your better judgment? What was the outcome? Can you think of a time when you made a decision contrary to the norms of you peer group? What was the outcome?
1. Read the article by Pedro Noguera “Joaquin’s Dilemma” using the link provided.

LINK: <http://www.inmotionmagazine.com/er/pnjoaq2.html>1. Title your discussion post as “Content Area – Grade Level”
2. In your post, share how the reading relates to your own educational experiences, either as a student or a teacher.
3. Respond to at least two of your peer’s posts. It could be a connection, a question, a suggestion, or other meaningful contribution. Your response should be a minimum of 2-3 sentences.
 |

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| **Discussion Post #7: Resource Sharing – Assistive Technology** | **CLO1:** Describe instructional strategies that maximize the involvement and provide support to all students. |
| Assistive Technology can be a valuable tool to help students access materials. Do an internet search for an example of assistive technology that could be utilized in your content area and share with peers. It can be something that you already use, or a new idea you’ve found. 1. Title your discussion post as “Content Area – Assistive Technology Name”
2. In your post:
* Describe the assistive technology.
* Explain how it could be utilized in your content area.
* Provide a hyperlink to the resource. (Could be an article explaining its use, a site selling the item, etc.)
 |

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| **Discussion Post #8: Resource Sharing – Enrichment Activities** | **CLO1:** Describe instructional strategies that maximize the involvement and provide support to all students. |
| GATE (Gifted and Talented) students easily be overlooked in a classroom and become bored. There are some great enrichment activities available online through WebQuests, online learning platforms, videos, self-explorations of museum artifacts, etc. Think about how you could continue to challenge your advanced students to the next level and share the resource with your peers.1. Title your discussion post as “Content Area – Enrichment Activity Name”
2. In your post:
* Describe the enrichment activity
* Explain how it could be utilized in your content area to keep GATE (or advanced) students challenged in your content area
1. Provide a hyperlink to the resource. (Could be an article explaining its use, site offering the service, etc.)
 |

## Supporting Grading and Goal Setting (Seminar)

### Course Learning Outcomes

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| --- |
| **CLO** |
| **CLO1:** Describe assessments to monitor students’ progress used at different points of instruction.  |
| **CLO2:** Explain specific instructional decisions, based on outcomes of student assessments, to best meet individual student and group needs. |
| **CLO3:** Analyze the effectiveness of various assessments to monitor students’ progress.  |
| **CLO4:** Determine the best use of assessment tools to monitor student progress and inform instruction. |

### Course Structure

Planning, Teaching, Analysis and Self-Evaluation/Reflection Segments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Module One: Weeks 1–3: Planning Segment** |  |  |  |
|  | Assignment: Introduction to Assessment Types | End of Week 1 | Planning Segment | 3 |
|  | Discussion: Case for Assessment | End of Week 1 | Planning Segment | 7 |
|  | Assignment: Week 2 Reading Guide | End of Week 2 | Planning Segment | 3 |
|  | Discussion: Fair Isn’t Always Equal | End of Week 2 | Planning Segment | 7 |
|  | Assignment: Week 3 Reading Guide | End of Week 3 | Planning Segment | 3 |
|  | Discussion: Assessments and English Language Learners | End of Week 3 | Planning Segment | 7 |
| **Module Two: Weeks 4–5: Teaching Segment** |  |  |  |
|  | Discussion: Tools & Resources | End of Week 4 | Teaching Segment | 7 |
|  | Assignment: eJournal #1–Cycle of Inquiry | End of Week 4 | Teaching Segment | 3 |
|  | Assignment: Data Driven Instruction | End of Week 5 | Teaching Segment | 17 |
|  | Assignment: eJournal #2–Data Driven Instruction Reflection | End of Week 5 | Teaching Segment | 3 |
| **Module Three: Weeks 6–7: Analysis Segment** |  |  |  |
|  | Assignment: eJournal #3–ELL Needs | End of Week 6 | Analysis Segment | 3 |
|  | Assignment: eJournal #4–SN Needs | End of Week 6 | Analysis Segment | 3 |
|  | Discussion: Data Driven Instruction Share-Out | End of Week 6 | Analysis Segment | 17 |
|  | Discussion: Smarter & Balanced Assessment | End of Week 7 | Analysis Segment | 7 |
| **Module Four: Week 8: Reflection Segment** |  | End of Week 7 |  |
|  | Discussion: Too Much Testing? | End of Week 8 | Reflection Segment | 7 |
|  | Assignment: eJournal #5–Perspective Shifts | End of Week 8 | Reflection Segment | 3 |
| **Total Points** |  |  | **100** |

### Textbook

Lemov, Doug. (2015). Teach Like A Champion 2.0. (2nd Edition). San Francisco, CA: Jossey-Bass.

ISBN: 978-1-118-90185-4

### Example Assignments

|  |  |
| --- | --- |
| **Discussion: Data Driven Instruction Share-Out** | 3.2 |
| This is an opportunity to get peer feedback and suggestions on your student assessments. You should have collected some student artifacts, in any format demonstrating at least three levels of mastery. **Respond** to the following prompts in the Data Driven Instruction Share-Out discussion forum by Wednesday of Week 6: * Copy the context you provided in your Data Driven Assignment to help peers understand the context of your assessment.
* Provide at least three areas that you would like others to focus their attention on to provide you with targeted feedback. This can be about the assessment itself, or about the student work showcased.
* Link student work samples for others to view your students work artifacts to guide their feedback from a shared rive such as OneDrive, Google Drive, or Dropbox. You may also attach them to the post as a file.

**Provide** feedback to three classmates assigned to your peer review group, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday of Week 7: * Review the context of the assessment, review which areas they would like to get feedback on, review the student work artifacts.
* Provide meaningful feedback on their assessments within one or more of the focus areas they selected in the form of questions, connections, suggestions, resources, etc.

**Note**. Use this as an opportunity for you to expand your repertoire of ideas on how implement different assessments.  |
| The goal is to have a way for students to share with a small group. The work will only be visible to those within assigned peer group. The peer groups should be 3-4 students grouped along content areas and/or age groupings. The sharing of the student work is designed to broaden students’ repertoire of different assessment techniques and provide some ideas on how to improve assessments. The peer feedback aspect is twofold: * students can learn about other assessment strategies that may be useful in their own classroom.
* it continues to build a professional learning community where students are learning from one another and offering suggestions and ideas on how to improve their practice.
 |

## Course: Secondary Education Methods

### Course Learning Outcomes

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| --- |
| **CLO** |
| **CLO1**: Develop curriculum and pedagogy that reflect professional standards, contemporary methodologies and research-based practices. |
| **CLO2**: Apply the principles of blended learning and instructional techniques most appropriate to a chosen subject area in the selection of classroom and virtual resources and instructional strategies. |
| **CLO3**: Demonstrate the application of the inTASC and Arizona State standards in a chosen subject area to design of a unit of student instruction and assessment. |
| **CLO4**: Anticipate cultural changes that may occur in the next ten years and how the changes will affect curriculum and pedagogy in the candidate’s chosen subject area. |

### Course Structure

**Course Overview**

[Week 1: Secondary Schools and Teachers 16](#_Toc454545919)

[Week 2: Secondary Students 19](#_Toc454545920)

[Week 3: Designing Curriculum 22](#_Toc454545921)

[Week 4: Designing Assessment 25](#_Toc454545922)

[Week 5: Differentiated Instruction & Direct Instruction 27](#_Toc454545923)

[Week 6: Learning by Doing 29](#_Toc454545924)

[Week 7: Classroom Management & Discipline 31](#_Toc454545925)

[Week 8: Every Teacher Teaches Reading 34](#_Toc454545926)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** |  |  |  |
|  | Discussion: Secondary Schools and Teachers |  | Discussion | 5 |
| **Week 2** |  |  |  |
|  | Discussion: Unique Differences |  | Discussion | 5 |
|  | Course Project–Component 1: Proposal |  | Course Project | 10 |
| **Week 3** |  |  |  |
|  | Discussion: Unit Plan Elements |  | Discussion | 5 |
|  | Course Project Component 2: Standards Alignment |  | Course Project | 5 |
| **Week 4** |  |  |  |
|  | Discussion: Assessment |  | Discussion | 5 |
|  | Course Project Component 3: Subject Area Observation |  | Course Project | 5 |
| **Week 5** |  |  |  |
|  | Discussion: Differentiated Instruction |  | Discussion | 5 |
|  | Course Project Component 4: Resources and Pedagogy |  | Course Project | 5 |
| **Week 6** |  |  |  |
|  | Discussion: Constructivist |  | Discussion | 5 |
|  | Course Project Component 5: Course Project Draft |  | Course Project | 10 |
| **Week 7** |  |  |  |
|  | Discussion |  | Discussion | 5 |
|  | Course Project–Component 6: Peer Critique |  | Course Project | 3 |
|  | Course Project–Component 7: Expert Critique |  | Course Project | 2 |
| **Week 8** |  |  |  |
|  | Discussion |  | Discussion | 5 |
|  | Course Project–Component 8: Final Draft |  | Course Project | 15 |
|  | Course Project–Component 9: Reflection & Anticipation |  | Course Project | 5 |
| **Total Points** |  |  | **100** |

### Textbook and Resources

Savage, T.V., Savage, M.K., & Armstrong, D.G. (2012). *Teaching in the Secondary School*. (7th ed.). Boston, MA: Pearson Education, Inc.

ISBN: 9780132101523

Arizona K-12 Standards: <http://www.azed.gov/standards-practices/>

Subject Specific Required Materials by section:

Art:

The Kennedy Center Arts Edge: Standards, 1996-2014 John F. Kennedy Center for the Performing Arts: <https://artsedge.kennedy-center.org/educators/standards>.

National Core Arts Standards, 2014 National Coalition for Core Arts Standards: <http://www.nationalartsstandards.org/>.

English Language Arts:

National Council of Teachers of English/IRA Standards for the English Language Arts: <http://www.ncte.org/standards/ncte-ira>.

Mathematics:

National Council of Teachers of Mathematics: <http://www.nctm.org/>.

Music:

The Kennedy Center Arts Edge: Standards, 1996-2014 John F. Kennedy Center for the Performing Arts: <https://artsedge.kennedy-center.org/educators/standards>.

National Core Arts Standards, 2014 National Coalition for Core Arts Standards: <http://www.nationalartsstandards.org/>.

Physical Education:

Society of Health and Physical Educators: National PE Standards: <http://www.shapeamerica.org/standards/pe/index.cfm>.

Science:

The National Academies of Sciences, Engineering, and Medicine: <http://www.nas.edu/>.

Social Science:

National Council for the Social Studies: <http://www.socialstudies.org/>.

The National Geographic Society: <http://nationalgeographic.org/>.

Center for Civic Education*–*National Standards for Civics and Government: <http://www.civiced.org/standards>.

UCLA Department of History*–*National Center for History in the Schools: <http://www.nchs.ucla.edu/>.

World Languages:

 American Council on the Teaching of Foreign Languages: World-Readiness Standards for Learning Languages: <http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>

### Example Assignments

**Week 1: Secondary Schools and Teachers**

**Learning Objectives**

|  |  |
| --- | --- |
| Identify societal and cultural changes that are likely to impact secondary education. | CLO1, CLO4 |
| Compare competing views of excellence in education.  | CLO1, CLO4 |
| Determine the need for career-long preparation and development.  | CLO4 |

**Activities and Resources**

|  |  |
| --- | --- |
| **Readings** | 1.1, 1.2, 1.3 |
| ***Teaching in the Secondary School**** Ch. 1: The Changing World of Teaching
* Ch. 2: Students and Schools
* Ch. 15: Career-Long Professional Growth
 |

|  |  |
| --- | --- |
| **Discussion: Secondary Schools and Teachers** | 1.1, 1.2, 1.3 |
| **Identify** professional organizations that support your subject area, student level, or professional interests. **Respond** to the following prompts in the Secondary Schools and Teachers discussion forum by Wednesday: * What are the organization’s priorities?
* How do the organization’s policies, activities or research support change and growth in your subject area or professional interest?
* If or when you join one of these organizations, how will you engage in the activities and benefit professionally?
* Does the organization host teacher discussion forums or lesson plan exchanges?
* How will you contribute to the organizations?

**Reference** the observations in the *Teaching in the Secondary School* text to support or contrast with your aspirations as a professional teacher.**Post** your initial response to the discussion forum by Wednesday, Day 3 of Week 1.**Apply** the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a classmate.  **Respond** to the RISE questions and suggestions to your initial post by Sunday, Day 7 of Week 1.  |

*Course project assignment for this course:*

|  |  |
| --- | --- |
| **Preparation: Course Project–Unit of Instruction** | CLO1, CLO2, CLO3, CL04 |
| For this course you will develop a unit of instruction in your subject area. The unit of instruction will be publication-quality; robust, complete, and contain all references and resources for implementation by any teacher in that subject area. **Include** the following elements in your Unit of Instruction: * Cover at least two weeks of instruction on a specific topic
* Align with Arizona and professional standards
* Conform to the principles of blended learning (using both classroom and digital resources to support personalized learning)
* Contain both detailed lesson plans and a website that complements the instructional topic.
* Demonstrate pedagogical methods unique to the subject area, authentic instruction, and authentic assessment
* Reflect the suggestions of an expert reviewer as well as peer and instructor critique

**Review** the following components with complete instructions listed in the week the component is due: * Component 1: Proposal *(Week 2)*
* Component 2: Standards Alignment *(Week 3)*
* Component 3: Subject Area Observation *(Week 4)*
* Component 4: Resources and Pedagogy *(Week 5)*
* Component 5: Course Project Draft *(Week 6)*
* Component 6: Peer Critique *(Week 7)*
* Component 7: Expert Critique *(Week 7)*
* Component 8: Final Draft *(Week 8)*
* Component 9: Reflection & Anticipation *(Week 8)*
 |
| **Course Project–Component 1: Proposal**  | 2.1 |
| **Write** a proposal for a Unit Plan of instruction that spans about two weeks, and includes about ten hour-long lessons. If your school is non-traditional, adjust the number of days and lessons to your school’s schedule so the Unit Plan is immediately useful for you.* What topic do you intend to teach?
* What level and age are your students?
* Why are you focusing on this topic at this level?
* What is the unit objective? What is the goal of instruction for the next couple weeks?
* What lesson plan format will you use to detail each lesson in the unit?
* What lesson topics might you include in this unit?
* How might you integrate digital resources? Websites, Prezis, videos, cameras, etc.
* How might you personalize instruction to student needs and interests?
* Identify an expert reviewer in your subject area whom you will observe, and an expert who will critique a draft of your unit plan. The same expert may provide the observation and critique, or they can be different people. Provide the expert’s contact information and a possible time when you will conduct the observation.
* Identify an online professional website where you will post your unit plan to share with other teachers in your subject area. Possible websites are listed in the Web Resources for Week 3.

**Submit** your proposal by Sunday, Day 7 of Week 2 by clicking on the assignment in Canvas and uploading your document.  |

|  |  |
| --- | --- |
| **Course Project–Component 2: Standards Alignment** | 3.1, 3.2, 3.3 |
| **Outline** your Unit Plan to include lesson titles. Utilize a chart, table, or some type of graphic organizer to demonstrate how your unit plan as a whole, and each proposed lesson within your plan, aligns with the following:* Arizona content standards
* Professional organization standards in your area
* Best practice recommendations in your subject area
* Illustrate how you will integrate authentic instruction or authentic assessment throughout the unit plan

**Submit** your assignment by Sunday, Day 7 of Week 3 by clicking on the assignment in Canvas and uploading your document.  |
| **Course Project–Component 3: Subject Area Observation** | 4.1 |
| **Observe** an expert teacher in your subject area for at least one instructional period. Any instructional time in which the teacher is engaged with students is acceptable.**Evaluate** the instruction you observe according to the Unit Plan Rubric to structure your observation and support your own learning. Make notes of ways you could add standards, pedagogy, etc. to the lesson.**Note**. Do not share the evaluation with your expert teacher. You may not know anything about the teacher’s objectives, class, instructional methods, or previous experience with this topic. You are not responsible for evaluating the teacher in any way. Just look for standards, pedagogy, authentic instruction, blended learning, etc. that is evident in your brief observation. **Submit** your assignment by Sunday, Day 7 of Week 4 by clicking on the assignment in Canvas and uploading your document.  |
| **Course Project–Component 4: Resources and Pedagogy** | 5.1, 5.2 |
| **Draft** the sequence of activities, resources and pedagogical methods across the 2-week unit.**Include** the following:* Classroom resources, community resources, digital resources and any other people or experience that will be integrated in your unit plan.
* Pedagogical methods you will use in the unit plan, emphasizing methods specifically appropriate to your subject area and topic.
* Experts, peer-collaboration, experiments, dramatic presentations, interviews, dissections, athletic competition, or any other method you will use to support teaching or learning.
* How your students will create knowledge, not just consume knowledge.

**Submit** your draft by Sunday, Day 7 of Week 5 by clicking on the assignment in Canvas and uploading your document. |
| **Course Project–Component 6: Peer Critique** | CLO3 |
| **Post** a copy of your Project Plan to this discussion.**Critique** at least one of your classmate’s projects using the Course Project Rubric.**Post** a copy of your completed rubric to the discussion forum by Sunday, Day 7 of Week 7. Be sure to list your classmate’s name prominently in the post, so your peer and I can review it. This week I will score the quality of your critique, not your Unit Plan.*Note: A copy of the Course Project Rubric is located on the course webpage or at the end of this document.* |
| **Course Project–Component 7: Expert Critique** | CLO3 |
| **Complete** the following requirements for Component 7 of your Course Project:* **Select** a subject area expert.
* **Send** a draft of your Course Project and a copy of the Course Project Rubric to your selected subject area expert reviewer. The Rubric can guide the review, but please ask your expert to make substantive suggestions.
* **Make** it easy for your expert to reply. Use email, let them write on your plan, call the expert and take notes on his comments…I will accept any form of critique.

**Submit** a copy of the Expert Reviewer’s completed rubric and suggestions by Sunday, Day 7 of Week 7 by clicking on the assignment in Canvas and uploading your document.**Revise** your project to the critiques.*Note: A copy of the Course Project Rubric is located on the course webpage or at the end of this document.* |
| **Course Project–Component 8: Final Draft** | CLO3 |
| **Revise** your unit plan to the critiques received in Week 7, as appropriate.**Write** a brief introduction to your unit plan.  **Publish** your unit plan to an education website.  Submit the introduction, including the link to the website where you published your unit plan.**Submit** your assignment by Sunday, Day 7 of Week 8 by clicking on the assignment in Canvas and uploading your document. |
| **Course Project–Component 9: Reflection & Anticipation** | CLO3 |
| **Write** a 600-to 800-word reflection on the process of developing your unit plan. **Address** the following prompts:* What was the most challenging aspect of designing the unit plan?
* Were the peer and expert critiques helpful? Explain your response.
* How will you continue to develop the unit as you gain experience with students?
* How do you feel about the project as a whole? Was it worthwhile? Did you enjoy it?
* Is there anything you would add or subtract from the Course Project to make this assignment better?

**Submit** your assignment by Sunday, Day 7 of Week 8 by clicking on the assignment in Canvas and uploading your document.  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Exceeds Expectations** | **Meets Expectations** | **Does not Meet Expectations** | **General Comments** |
| **Topic Comprehensiveness and Pacing** | Unit is comprehensive and well-sequenced. Content is substantive but not overwhelming; allowance for adjusting pacing to changing student needs or classroom circumstances is evident. | Amount of unit content is appropriate, but the sequence and pacing of assignments and activities is not clear, uneven, or poorly planned. | Unit content is far too much, far too little, inappropriate for the grade, or unevenly divided across the unit. |  |
| **Standards Alignment** | Arizona or professional standards are clear and relevant to the specific unit plan. The instructor knows exactly what she wants to teach and wants the students to learn during this unit. | Designated standards are relevant, but not directly tied to the topic or the specific unit plan. The instructor has a plan, but cannot demonstrate how it supports Arizona or professional standards. | The standard is vaguely associated with the topic or unclear. Too many or too few relevant standards are designated. It is not clear the instructor knows what she is teaching. |  |
| **Subject-specific Pedagogy** | Pedagogy is student-centered and aligned with topic. Use of labs, collaboration, field work, process-orientation, and active student engagement prevails. Students are creating knowledge. | Combination of traditional pedagogy and some student-centered activities. | Traditional methods unrelated to subject and topic are evident. Students are passive. Lecture, worksheets, instructor-centered methods prevalent. |  |
| **Authentic Instruction or Assessment** | All assignments and assessments are student-centered, integrate local and digital resources, timely, and flexible to student interests while conforming to subject area standards. Students are empowered to design learning experiences and know why they are studying the content. | Although unit is based on a packaged resource it demonstrates some allowance for student-centered, student-selected activities or integration of local resources. Students cannot explain the connection of the instructional content to any authentic context. | Unit is based on textbooks, tradition, or packaged resources with little allowance for student or instructor interests or adjustment for unique resources. Very limited connections to non-academic/real-life experiences. |  |
| **Originality** | The unit plan shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, and inventive. | The unit plan shows some evidence of originality and inventiveness. While based on an extensive collection of other people's ideas, products, images and inventions, the work extends beyond that collection to offer new insights. | The work is a minimal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought. |  |
| **Published as Contribution to the Profession** | Everything required to teach the unit is provided. Unit is very detailed and ready for another subject-area teacher to use. Original videos/Prezis/showmes, quizzes, exit slips, rubrics, links to websites all included. Published to education website and shared with other teachers. | Examples of some of the materials required to teach the unit are provided. Another teacher would need to develop materials or find resources before teaching this unit. Not enough detail for another subject-area teacher to pick up and teach from the descriptions provided. | Instruction and student activities are outlined, but no detail is provided. Quizzes, exit slips, rubrics, videos, links to websites, lessons in published materials, etc. are necessary to conduct the unit but not provided. Not published to an education website. |  |