# Course Details and Selected Assignments: Standard 4: Content Knowledge

Table of Contents

[Course Details and Selected Assignments: Standard 4: Content Knowledge 1](#_Toc530226964)

[Course: Introduction to Teaching for those without classroom experience (prior to Intern Teaching) 2](#_Toc530226965)

[Course Learning Outcomes 2](#_Toc530226966)

[Course Structure 3](#_Toc530226967)

[Textbooks 5](#_Toc530226968)

[Example Assignments 5](#_Toc530226969)

[Course: Educational Foundations 7](#_Toc530226970)

[Course Learning Outcomes 7](#_Toc530226971)

[Course Structure 7](#_Toc530226972)

[Textbooks 9](#_Toc530226973)

[Example Assignments and Rubrics 9](#_Toc530226974)

[Course: Applied Linguistics Seminar: Reading 13](#_Toc530226975)

[Course Learning Outcomes 13](#_Toc530226976)

[Course Structure 13](#_Toc530226977)

[Textbook 15](#_Toc530226978)

[Example Assignments and Rubrics 15](#_Toc530226979)

[Course: Elementary Education Methods 22](#_Toc530226980)

[Course Learning Outcomes 22](#_Toc530226981)

[Course Structure 22](#_Toc530226982)

[Resources 24](#_Toc530226983)

[Example Assignments 24](#_Toc530226984)

[Course: Curriculum and Instruction Seminar 31](#_Toc530226985)

[Course Learning Outcomes 31](#_Toc530226986)

[Seminar Structure 31](#_Toc530226987)

[Textbook 32](#_Toc530226988)

[Example Assignments 32](#_Toc530226989)

[Course: Principles, Practices and Socio-Cultural Issues of Teaching English 37](#_Toc530226990)

[Course Learning Outcomes 37](#_Toc530226991)

[Course Structure 37](#_Toc530226992)

[Textbook 39](#_Toc530226993)

[Key Assignment and Rubric 39](#_Toc530226994)

[Course: Technology in the Curriculum 42](#_Toc530226995)

[Course Learning Outcomes 42](#_Toc530226996)

[Course Structure 42](#_Toc530226997)

[Resources 43](#_Toc530226998)

[Example Assignments 44](#_Toc530226999)

## Course: Introduction to Teaching for those without classroom experience (prior to Intern Teaching)

### Course Learning Outcomes

|  |
| --- |
| **CLO** |
| **CLO1:** Plan a classroom management system with appropriate components for your classroom setting.  |
| **CLO2:** Identify specific differentiation strategies to meet the needs of diverse learners in your classroom. |
| **CLO3:** Design a lesson plan that addresses the needs of diverse learners in your classroom.  |
| **CLO4:** Design a unit plan that addresses the needs of diverse learners in your classroom.  |
| **CLO5:** Analyze the effectiveness of an observed teaching segment in meeting the needs of students.  |
| **CLO6:** Formulate a plan to seek support for areas of relative strength and weakness. |

### Course Structure

**Course Overview**

[Week 1: Classroom Management 14](file:///Z%3A%5CArizona%5CRound%202%5CFIGs%5CEDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566031)

[Week 2: Classroom Culture 20](file:///Z%3A%5CArizona%5CRound%202%5CFIGs%5CEDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566032)

[Week 3: Teaching Special Populations 24](file:///Z%3A%5CArizona%5CRound%202%5CFIGs%5CEDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566033)

[Week 4: Lesson Planning 28](file:///Z%3A%5CArizona%5CRound%202%5CFIGs%5CEDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566034)

[Week 5: Unit Planning 32](file:///Z%3A%5CArizona%5CRound%202%5CFIGs%5CEDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566035)

[Week 6: Intern Teaching Responsibilities 36](file:///Z%3A%5CArizona%5CRound%202%5CFIGs%5CEDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566036)

[Week 7: Reflection 39](file:///Z%3A%5CArizona%5CRound%202%5CFIGs%5CEDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566037)

[Week 8: Looking Ahead 41](file:///Z%3A%5CArizona%5CRound%202%5CFIGs%5CEDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566038)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | **Assessment**  | **Due**  | **Assignment Category**  | **Point Value**  |
| **Week 1**  |   |   |   |
|   | Discussion: Introductions  | End of Week 1  | Administrative Assignments  | 5  |
|   | Discussion: Rewards & Consequences  | End of Week 1  | Response to Reading Discussions  | 7  |
|   | Discussion: Video Observations  | End of Week 1  | Resource Sharing Discussions  | 7  |
|   | Assignment: Classroom Rules  | End of Week 1  | Application to Classroom Assignments  | 15  |
| **Week 2**  |   |   |   |
|   | Discussion: First Impressions  | End of Week 2  | Response to Reading Discussions  | 7  |
|   | Discussion: Grouping & Seat Assignments  | End of Week 2  | Resource Sharing Discussions  | 7  |
|   | Assignment: Teaching Routines  | End of Week 2  | Application to Classroom Assignments  | 15  |
| **Week 3**  |   |   |   |
|   | Assignment: Placement Survey  | End of Week 3  | Administrative Assignments  | 5  |
|   | Discussion: Subsets of Special Populations  | End of Week 3  | Response to Reading Discussions  | 7  |
|   | Discussion: Resources for ELL/SN/GATE  | End of Week 3  | Resource Sharing Discussions  | 7  |
|   | Assignment: ELL/SN/GATE Strategies  | End of Week 3  | Application to Classroom Assignments  | 15  |
| **Week 4**  |   |   |   |
|   | Discussion: Standards-Based Teaching  | End of Week 4  | Response to Reading Discussions  | 7  |
|   | Discussion: Content Resources  | End of Week 4  | Resource Sharing Discussions  | 7  |
|   | Assignment: Lesson Plan  | End of Week 4  | Application to Classroom Assignments  | 30  |
| **Week 5**  |   |   |   |
|   | Discussion: Planning Instructional Time  | End of Week 5  | Response to Reading Discussions  | 7  |
|   | Discussion: Hooks  | End of Week 5  | Resource Sharing Discussions  | 7  |
|   | Assignment: Two-Week Unit Plan  | End of Week 5  | Application to Classroom Assignments  | 22  |
| **Week 6**  |   |   |   |
|   | Assignment: Classroom Observations  | End of Week 6  | Application to Classroom Assignments  | 15  |
|   | Assignment: Self-Evaluation on the Standards  | End of Week 6  | Reflections  | 5  |
| **Week 7**  |   |   |   |
|   | Assignment: Maintaining Balance Reflection  | End of Week 7  | Reflections  | 5  |
|   | Assignment: Support Networks Reflection  | End of Week 7  | Reflections  | 5  |
| **Week 8**  |   |   |   |
|   | Assignment: Preparation Self-Assessment Reflection  | End of Week 8  | Reflections  | 5  |
|   | Assignment: Looking Ahead Reflection  | End of Week 8  | Reflections  | 5  |
| **Total Points**  |   |   | **100**  |

### Textbooks

Freeman, Y., Freeman, D. & Ramirez, R. (2008). *Diverse learners in the mainstream classroom: Strategies for supporting ALL students across content areas.* Portsmouth, NH: Heinemann.

ISBN: 978-0325013138

Jones, F., & James, P. (2007). *Tools for teaching: Discipline, instruction, motivation.* (2nd ed.). Santa Cruz, CA: Fredric H. Jones & Associates, Inc.

ISBN: 978-0965026321

Wong, H., & Wong, R. (2009). *First days of school: How to be an effective teacher.*Mountain View, CA: Harry K. Wong Publishers, Inc.

ISBN: 978-0976423317

### Example Assignments

|  |  |
| --- | --- |
| **Discussion: Standards-Based Teaching** | 4.1 |
| The readings this week have you spending time familiarizing yourself with content standards for your content area and grade level. **Select** one of the following prompt sets: * Prompt #1: Arizona Standards – ELA:
	+ Do you feel the standards adequately cover the key ideas, skills, and processes for your content area? Why or why not?
	+ How do the standards build upon one another from one grade level to the next?
	+ How can the standards help you with lesson and unit planning?
* Prompt #2: Arizona Standards - Math:
	+ Do you feel the standards adequately cover the key ideas, skills, and processes for your content area? Why or why not?
	+ How do the standards build upon one another from one grade level to the next?
	+ How can the standards help you with lesson and unit planning?
* Prompt #3: Modifying standards
	+ Which would you prefer -- to modify a grade level standard or to use a standard from a lower grade level? Why?
	+ What is an example of how you could modify a grade level standard to meet the needs of a particular student?
	+ What are the challenges to modifying standards?

**Post** a response to your selected prompt set in the Standards-Based Teaching discussion forum by Wednesday. **Rename** the title of your response as the prompt number you are addressing and your name.**Cite** specific examples, in agreement or disputing, of how the readings informed your views. **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, reply to peers that responded to the same prompt set as you and have not yet received feedback from a classmate. |

## Course: Educational Foundations

### Course Learning Outcomes

|  |
| --- |
| **CLO** |
| **CLO1:** Build a philosophical foundation for teaching and translate these beliefs into effective practice in the multicultural and multilingual classroom.  |
| **CLO2:** Identify significant historical events and trends in America’s and Arizona’s public education.  |
| **CLO3:** Apply methods for designing classroom instruction and lesson planning to address the dynamic nature of the learning process and student’s readiness for learning |
| **CLO4:** Formulate instructional objectives grounded in state standards as the basis for classroom activities.  |
| **CLO5:** Determine effective methods to plan and carry out curriculum development grounded in state standards on a short- and long-term basis.  |
| **CLO6:** Design a comprehensive classroom management system for the diverse classroom |
| **CLO7:** Develop implementation strategies to insure gender and ethnic equity in the classroom.  |

### Course Structure

**Course Overview**

[Week 1: Philosophy on Teaching 14](file:///Z%3A%5CArizona%5CRound%202%5CFIGs%5CEDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465146)

[Week 2: Principles, Theories, Concepts, & Practice 17](file:///Z%3A%5CArizona%5CRound%202%5CFIGs%5CEDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465147)

[Week 3: Teaching for Meaningful Learning 20](file:///Z%3A%5CArizona%5CRound%202%5CFIGs%5CEDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465148)

[Week 4: Developmentally Appropriate Practice 22](file:///Z%3A%5CArizona%5CRound%202%5CFIGs%5CEDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465149)

[Week 5: Classroom Management 24](file:///Z%3A%5CArizona%5CRound%202%5CFIGs%5CEDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465150)

[Week 6: Teaching Diverse Learners 26](file:///Z%3A%5CArizona%5CRound%202%5CFIGs%5CEDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465151)

[Week 7: Teaching Diverse Learners continued 28](file:///Z%3A%5CArizona%5CRound%202%5CFIGs%5CEDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465152)

[Week 8: Good Teaching 30](file:///Z%3A%5CArizona%5CRound%202%5CFIGs%5CEDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465153)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | **Assessment**  | **Due**  | **Assignment Category**  | **Point Value**  |
| **Week 1**  |   |   |   |
|   | Discussion: Remembering a Teacher  |   | Discussion  | 2  |
|   | Assignment: Being a Good Teacher  |   | Paper  | 4  |
|   | Assignment: Teaching Auto-Ethnography  |   | Paper  | 4  |
| **Week 2**  |   |   |   |
|   | Discussion: Education Reform  |   | Discussion  | 2  |
|   | Assignment: Parts of the Curriculum  |   | Paper  | 4  |
|   | Assignment: Codes of Power  |   | Paper  | 4  |
|   | Assignment: Responsible Pedagogy  |   | Paper  | 8  |
| **Week 3**  |   |   |   |
|   | Discussion: How People Learn (HPL)  |   | Discussion  | 2  |
|   | Assignment: Lesson Plan  |   | Paper  | 12  |
| **Week 4**  |   |   |   |
|   | Discussion: Educational Objectives  |   | Discussion  | 2  |
|   | Assignment: Child Development  |   | Paper  | 4  |
| **Week 5**  |   |   |   |
|   | Discussion: Managing Behavior  |   | Discussion  | 2  |
|   | Assignment: Classroom Management Plan  |   | Paper  | 8  |
| **Week 6**  |   |   |   |
|   | Discussion: Culturally Responsive Pedagogy  |   | Discussion  | 2  |
|   | Assignment: The Trouble with Black Boys  |   | Paper  | 10  |
| **Week 7**  |   |   |   |
|   | Discussion: Queer Theory  |   | Discussion  | 2  |
|   | Assignment: Model Minority  |   | Paper  | 10  |
| **Week 8**  |   |   |   |
|   | Discussion: Course Reflection  |   | Discussion  | 2  |
|   | Assignment: Good Teaching Ideologies  |   | Paper  | 16  |
| **Total Points**  |   |   |   |

### Textbooks

Darling-Hammond, D. & Bransford, J. (2005). Preparing teachers for a changing world: What teachers should learn and be able to do. San Francisco, CA: Jossey-Bass.

ISBN: 978-0787974640

Rose, M. (1995). Possible lives: The promise of public education in America. New York, NY: Penguin Books.

ISBN: 978-0140236170

### Example Assignments and Rubrics

**Week 3: Teaching for Meaningful Learning**

**Learning Objectives**

|  |  |
| --- | --- |
| * 1. Determine how to effectively apply the How People Learn (HPL) framework in lesson planning.
 | CLO3 |

**Activities and Resources**

|  |  |
| --- | --- |
| **Readings** | 3.1 |
| ***Preparing Teachers for a Changing World**** Ch. 1: Introduction, pages 34–37
* Ch. 2: Theories of Learning and Their Roles in Teaching
* Ch. 8: Assessment
 |

**Assignments**

|  |  |
| --- | --- |
| **Discussion: How People Learn (HPL)** | 3.1 |
| **Respond** to the following prompts in the How People Learn discussion forum by Wednesday:* What are the four overlapping lenses of the HPL framework that can be used to enhance any learning situation?
* Provide and explanation and your own unique example of each.

**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. |

|  |  |
| --- | --- |
| **Assignment: Lesson Plan** | 3.1 |
| **Develop** a comprehensive lesson plan, in your subject or a subject of your choice, using the Lesson Plan document. **Complete** each section in the Lesson Plan document thoroughly. **Submit** your Lesson Plan by Sunday. |

**Week 6: Teaching Diverse Learners**

**Learning Objectives**

|  |  |
| --- | --- |
| * 1. Determine how to approach cultural diversity in a classroom management plan.
 | CLO6, CLO8 |

**Activities and Resources**

|  |  |
| --- | --- |
| **Readings** | 6.1 |
| ***Preparing Teachers for a Changing World***Ch. 7: Teaching Diverse Learners |
| ***Alliant Library***Noguera, P. A. (2003). [The trouble with Black boys: The role and influence of environmental and cultural factors on the academic performance of African American males](http://0-uex.sagepub.com.library.alliant.edu/content/38/4/431.full.pdf%2Bhtml). *Urban Education*, 38(4), 431-459. |

|  |  |
| --- | --- |
| **Discussion: Culturally Responsive Pedagogy** | 6.1 |
| **Respond** to the following prompts in the Culturally Responsive Pedagogy discussion forum by Wednesday:* What is Culturally Responsive Pedagogy?
* What does it have to do with classroom management?

**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: Applied Linguistics Seminar: Reading

### Course Learning Outcomes

|  |
| --- |
| **CLO** |
| **CLO1:** Explain first and second language acquisition theories emphasizing the connection between first language literacy and second language development and the psychological and socio-cultural factors of second language acquisition.  |
| **CLO2:** Describe phonology, morphology, syntax, semantics, and pragmatics as part of English language structure.  |
| **CLO3:** Explain the philosophy, design, goals, and characteristics of programs for English Language learners.  |
| **CLO4:** Determine the impact of state and federal mandates pertaining to the education of English language learners on students’ placements and instructional programs. |
| **CLO5:** Compare ELPS and ELA standards.  |
| **CLO6:** Determine effective techniques to use materials, methods, and strategies for ELD that lead to the rapid acquisition of grade-level listening, speaking, reading, and writing skills in English.  |
| **CLO7:** Determine the effective application of classroom management strategies to facilitate content and language learning of English Language Learners.  |
| **CLO8:** Analyze historical and cultural traditions and values of major ethnic groups in Arizona to incorporate those resources into classroom instruction. |

### Course Structure

**Course Overview**

[Week 1: Foundations of Research 16](#_Toc454178286)

[Week 2: Word Study 19](#_Toc454178287)

[Week 3: Word Study–Continued 22](#_Toc454178288)

[Week 4: Fluency 24](#_Toc454178289)

[Week 5: Vocabulary 27](#_Toc454178290)

[Week 6: Reading & Comprehension 29](#_Toc454178291)

[Week 7: Reading & Comprehension–Continued 32](#_Toc454178292)

[Week 8: Organizing & Managing Literacy Instruction 34](#_Toc454178293)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** |  |  |  |
|  | Discussion: Introductions |  | Discussion | 6 |
|  | Discussion: Learning to Read |  | Discussion | 16 |
| **Week 2** |  |  |  |
|  | Discussion: Reading Success & Literacy |  | Discussion | 16 |
|  | Assignment: Week Two Quiz |  | Quiz | 30 |
| **Week 3** |  |  |  |
|  | Discussion: ELL Students |  | Discussion | 16 |
|  | Assignment: Week Three Quiz |  | Quiz | 30 |
| **Week 4** |  |  |  |
|  | Discussion: Fluency |  | Discussion | 16 |
|  | Assignment: Journal Articles |  | Written Assignment | 30 |
| **Week 5** |  |  |  |
|  | Discussion: Comprehension |  | Discussion | 16 |
|  | Assignment: Lesson Plan |  | Written Assignment | 40 |
| **Week 6** |  |  |  |
|  | Discussion: Comprehension |  | Discussion | 16 |
|  | Assignment: Field Work |  | Written Assignment | 50 |
| **Week 7** |  |  |  |
|  | Discussion: Reading |  | Discussion | 16 |
| **Week 8** |  |  |  |
|  | Discussion: Writing |  | Discussion | 16 |
|  | Course Project: WebQuest |  | Course Project | 100 |
|  | Course Project: Peer Review |  | Discussion | 6 |
| **Total Points** |  |  | **420** |

### Textbook

Vacca, J., Vacca, R., Gove, M., Vurkey, L., Lenhart, L., & McKeon, C. (2011). *Reading and Learning to Read* (8th ed.). Pearson Education: NY

Print ISBN: 978-013-2596848

eText ISBN: 978-0133071870

### Example Assignments and Rubrics

|  |  |
| --- | --- |
| **Course Project: WebQuest** | CLO1, CLO5, CLO6, CLO9 |
| A well-designed WebQuest will develop a learners critical thinking skills by focusing on using information rather than looking for information. **View** the WebQuest PowerPoint presentation. **Design** a WebQuest for your content area that includes literacy development strategies learned in the course. This could be a Social Science, Art, or other subject area WebQuest that supports literacy development. **Utilize** [Zunal](http://zunal.com/), [QuestGarden](http://questgarden.com/) or a program of your choice to develop your WebQuest. **Consider** the following elements in the design of your WebQuest:* Visual appeal
* Navigation and flow
* Leveling of tasks to move students to higher cognitive skills
* Standards alignment
* Clarity of process
* Relevance and quality of resources
* Evaluation criteria

(Leadership/Application)**Submit** a link to your WebQuest by Friday.  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **4 points****Mastery** | **3 points****Proficiency** | **2 points****Cursory** | **1 points****Deficiency** |
| **Navigation and Flow** **(x 1)** | WebQuest clearly connects subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learningIt clearly promotes digital literacy and citizenship  | WebQuest appropriately connects subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learningIt appropriately promotes digital literacy and citizenship | WebQuest minimally connects subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning It minimally promotes digital literacy and citizenship | WebQuest does not connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learningIt does not promote digital literacy and citizenship |
| **Use of resources and materials****(x 1)** | WebQuest clearly uses and adapts resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum | WebQuest appropriately uses and adapts resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum | WebQuest minimally uses and adapts resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum | WebQuest inappropriately uses and adapts or does not use resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum |
| **Task and process sections of WebQuest (a)****(x 1)** | Both sections clearly promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection | Both sections appropriately promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection | Both sections minimally promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection | One or both of the sections do not promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection |
| **Task and Process sections of the WebQuest (b)****(x 1)** | Both sections clearly demonstrate knowledge of effective teaching strategies. They also use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning | Both sections appropriately demonstrate knowledge of effective teaching strategies. They also use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning | Both sections minimally demonstrate knowledge of effective teaching strategies. They also use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning | None or one of the sections demonstrates knowledge of effective teaching. They also do not use digital tools and learning technologies across learning environments that are appropriate in creating new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning |
| **Evaluation section of WebQuest****(x 1)** | Clearly (and with much detail) applies knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer assessments, including use of scoring rubrics | Appropriately applies knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer assessments, including use of scoring rubrics | Minimally applies knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer assessments, including use of scoring rubrics | Does not apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer assessments, including use of scoring rubrics |

|  |  |
| --- | --- |
| **Assignment: Journal Articles** | CLO1, CLO2, CLO3, CLO4 |
| Relevant research is a wonderful tool that educators can use to gain further information about tools that work in the classroom setting or create further challenges for relevant research to address. **Identify** a literacy ‘problem’ you have encountered in the classroom or an area of literacy about which you would like to learn more information. **Research** two journal articles, from a database such as ERIC or ProQuest, from the Alliant Library. **Write** a 700-to 1,000-word review of ***each*** of the two journal articles that includes the following:* Summary: synthesis of the information gained.
* Critical review: formulation of a conclusion about the identified problem. (Engagement/Application)

**Note**. Minimize your use of the first person as much as possible when writing the reviews.**Format** your review consistent with APA style guidelines. Be sure to include a reference page. **Submit** your reviews by Sunday as a single Word document.  |

|  |  |
| --- | --- |
| **Discussion: ELL Students** | 3.1, 3.2, 3.3 |
| **Review** the readings. **Respond** to the following prompts in the ELL Students discussion forum by Wednesday: * How might you capitalize on the language differences of ELL students when teaching strategies for word recognition?
* What activities would you do with ELLs to prepare them to read and speak in English?
* Explain one of the following concepts this week:
	+ Role of phonics and sight words in word identification
	+ Sequence of phonics and sight word instruction
	+ Interrelationships between phonics development and stages of spelling development

**Cite** the text or other literature in your response.**Reply** to one classmate’s post applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/) by Sunday. Respond to a post that has not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Discussion: Comprehension** | 6.1, 6.2, 6.3 |
| **Review** the readings. **Respond** to the following prompts in the Comprehension discussion forum by Wednesday: * How can teachers meet the needs of all learners when teaching:
	+ structural analysis skills,
	+ syllabic analysis skills, and
	+ orthographic knowledge in writing and reading?
* How can strategies such as gradual release of responsibility be beneficial?
* How can teaching students to learn how to select books for independent reading support Response to Intervention (RTI) goals?

**Cite** the text or other literature in your response.**Reply** to one classmate’s post applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/) by Sunday. Respond to a post that has not yet received feedback from a classmate.  |
| **Discussion: Reading** | 7.1, 7.2, 7.3 |
| **Review** the readings.**Respond** to the following prompts in the Reading discussion forum by Wednesday: * Expository text can be challenging to young readers because of the unfamiliar concepts and vocabulary it presents. What are some tools that can be used to help students analyze expository text structures and pull apart the text to uncover the main idea and supporting details?
* Can this be accomplished with e-texts?
* How can teachers use the Internet to assist students with content learning?
* After viewing the webcasts what might you, as a teacher, need to consider when it comes to making texts user friendly?

**Cite** the text or other literature in your response.**Reply** to one classmate’s post applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/) by Sunday. Respond to a post that has not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Assignment: Field Work** | CLO7, CLO9 |
| **Teach** 5 lessons using techniques taken from the strategies learned in class. The lessons may be cross-curricular, but do not do a math lesson. They must cover the following ELA content: * Vocabulary Development
* Comprehension Skills
* Study Skill or Strategy
* Formal or Informal Writing
* Lesson of your choice using one of the strategies learned in class

**Write** a 250-to 300-word report analysis of your own teaching practice in relation to literacy development. Include the following:* A brief description of your lesson
* Your students’ reactions to it
* An analysis of strengths
* Areas for improvement

**Format** each report with the following section headers:* Content Area
* Description of Strategy Used
* Student Reactions
* Strength and Growth Areas

(Leadership/Engagement/Application/Dedication)**Note**. your analysis will include the two lessons you competed in Week 5. **Submit** your Field Work analysis as one Word document by Sunday. |

## Course: Elementary Education Methods

### Course Learning Outcomes

|  |
| --- |
| **CLO** |
| **CLO1:** Build a philosophical foundation for teaching and translate these beliefs into effective practice in the multicultural and multilingual classroom.  |
| **CLO2:** Apply methods for designing classroom instruction and lesson planning to address the dynamic nature of the learning process and student’s readiness for learning grounded in Arizona Content Standards.  |
| **CLO3:** Formulate instructional objectives grounded in Arizona Content Standards as the basis for classroom activities.  |
| **CLO4:** Determine effective methods to plan and carry out curriculum development grounded in Arizona Content Standards on a short- and long-term basis.  |
| **CLO5:** Design a comprehensive classroom management system for the diverse classroom.  |
| **CLO6:** Develop implementation strategies to insure gender and ethnic equity in the classroom. |

### Course Structure

**Course Overview**

[Week 1: Language Arts 13](#_Toc454622520)

[Week 2: Language Arts–Continued 15](#_Toc454622521)

[Week 3: Mathematics 18](#_Toc454622522)

[Week 4: Mathematics–Continued 20](#_Toc454622523)

[Week 5: Science 22](#_Toc454622524)

[Week 6: Science–Continued 23](#_Toc454622525)

[Week 7: History/Social Science 25](#_Toc454622526)

[Week 8: History/Social Science–Continued 27](#_Toc454622527)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** |  |  |  |
|  | Discussion: Introductions |  | Discussion | 10 |
|  | Discussion: State Standards and Literature |  | Discussion | 10 |
| **Week 2** |  |  |  |
|  | Discussion: Universal Access |  | Discussion | 10 |
|  | Assignment: ELA Mini Task |  | Lesson Plan | 20 |
| **Week 3** |  |  |  |
|  | Discussion: Effective Math Program |  | Discussion | 10 |
|  | Discussion: Math Problem |  | Discussion | 10 |
| **Week 4** |  |  |  |
|  | Discussion: A Math Lesson |  | Discussion | 10 |
|  | Discussion: Word Problem |  | Discussion | 10 |
|  | Assignment: Math Lesson Plan |  | Lesson Plan | 20 |
| **Week 5** |  |  |  |
|  | Discussion: Technology |  | Discussion | 10 |
|  | Assignment: Effective Program |  | Assignment | 10 |
| **Week 6** |  |  |  |
|  | Discussion: Hands-On Experiments |  | Discussion | 10 |
|  | Assignment: Science Activity |  | Assignment | 10 |
| **Week 7** |  |  |  |
|  | Discussion: Self-Awareness |  | Discussion | 10 |
|  | Assignment: History–Social Science Activity |  | Assignment | 10 |
| **Week 8** |  |  |  |
|  | Discussion: 3R’s |  | Discussion | 10 |
|  | Discussion: Teaching about Slavery |  | Discussion | 10 |
|  | Assignment: Classroom Management Plan |  | Assignment | 10 |
|  | Assignment: History/Social-Science Lesson Plan |  | Lesson Plan | 20 |
| **Total Points** |  |  | **220** |

### Resources

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

### Example Assignments

|  |  |
| --- | --- |
| **Discussion: Universal Access** | 2.1 |
| Your Language Arts program must ensure that all students have access to a quality program. You will need to modify your curriculum to meet the needs of all students in your classroom. ***National Center for Universal Design on Learning (UDL)*****Explore** the [UDL](http://www.udlcenter.org/) website. **View** the “[UDL at a Glance](http://www.udlcenter.org/resource_library/videos/udlcenter/udl)” video [4:38] from the Resource Library.**Respond** to the following prompt in the Universal Access discussion forum by Wednesday: * What three types of instructional strategies could you use to assist Special Need students?
* How would you use those strategies?

**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. |

|  |  |
| --- | --- |
| **Assignment: ELA Mini Task** | 2.1  |
| ***Literacy Design Collaborative*****Read** the [LDC Mini-Tasks and Universal Design for Learning (UDL)](https://ldc.org/blog/posts/ldc-mini-tasks-and-universal-design-learning-udl-leslie-buffen-and-vicki-griffo) by Leslie Buffen and Vicki Griffo blog post.**Read** about [Mini-Tasks](https://ldc.org/how-ldc-works/mini-tasks) from the LDC website. **Create** your own English Language Arts mini-task using one of the [LDC Task Templates](https://ldc.org/resources). **Note**. To utilize one of the templates you will need to create an account on the LDC website: * Go to the LDC Home page: <https://ldc.org>
* Click on LCD Core Tools Log In
* Create a free account
* Click on LDC Library from the menu at the top
* Click Create in the upper right hand area
* Select new mini task from the drop down menu
* Create your mini-task using the online tools
* Select your grade level, targeted skill – ensure you select Additional Academic Standards and AZ as your state as well as grade level
* Save your mini task

**Export** your completed mini-task to a PDF file. **Submit** the PDF file to the ELA Mini Task assignment forum on Canvas by Sunday. **Note**. You can also browse ready-made mini tasks first to see what other teachers have done. You can submit your finished products to be reviewed and used by other teachers. You can also create whole unit plans (modules). |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exemplary****4 points** | **Good****3 points** | **Needs Improvement****2 points** | **Poor****1 point** |
| **Task**(x2) | The task is well paced for one to two weeks focusing on one or more texts that involve students in addressing an interesting question, issue, or topic as they read and write. The task encourages students to engage in critical thinking and sharing ideas through discussion, speaking, and listening. | The task is paced for one to two weeks focusing on one or more texts that involve students in addressing an interesting question, issue, or topic as they read and write. The task encourages students to engage in critical thinking and sharing ideas through speaking, and listening. | The task is not well paced for one to two weeks focusing on one or more texts that involve students in addressing an interesting question, issue, or topic as they read and write. The task somewhat encourages students to engage in critical thinking and sharing ideas through speaking, and listening. | The task is not well paced for one to two weeks focusing on one or more texts that involve students in addressing an interesting question, issue, or topic as they read and write. The task does not encourage students to engage in critical thinking and sharing ideas through discussion, speaking, and listening. |
| **Skills**(x1) | The reading, writing, and other literacy skills students will develop are strong. Skills are identified from the requirements of the teaching task.  | The reading, writing, and other literacy skills students will develop are clear. Skills are identified from the requirements of the teaching task. | The reading, writing, and other literacy skills students will develop are unclear. Skills are identified from the requirements of the teaching task. | The reading, writing, and other literacy skills students will develop are unclear. Skills are not matched to the requirements of the teaching task. |
| **Instruction**(x2) | Instruction is well organized around teacher-ready short classroom assignments that teach the skills necessary to complete the teaching task. There is a well-developed formative assessment for monitoring what students are learning and provide opportunities for teachers to correct any misunderstandings or skill weaknesses students may have. | Instruction is organized around teacher-ready short classroom assignments that teach the skills necessary to complete the teaching task. There is a formative assessment for monitoring what students are learning and provide opportunities for teachers to correct any misunderstandings or skill weaknesses students may have. | Instruction is organized around teacher-ready short classroom assignments that teach the skills necessary to complete the teaching task. The formative assessment for monitoring what students are learning does not provide opportunities for teachers to correct any misunderstandings or skill weaknesses students may have. | Instruction is organized around teacher-ready short classroom assignments that teach the skills necessary to complete the teaching task. There is no formative assessment for monitoring what students are learning does not provide opportunities for teachers to correct any misunderstandings or skill weaknesses students may have. |

**Week 4: Mathematics–Continued**

**Learning Objectives**

|  |  |
| --- | --- |
| * 1. Analyze the effect of daily routines and students’ concentration and ability to learn.
 | CLO2, CLO4 |
| * 1. Determine effective instructional strategies to explain a math problem to students.
 | CLO4 |
| * 1. Apply instructional strategies and curriculum development methods to create a dynamic lesson plan.
 | CLO2, CLO3, CLO4 |

**Activities and Resources**

|  |  |
| --- | --- |
| **Readings** | N/A |
| The resources for this week can be found with the assignments they support.  |

**Assignments**

|  |  |
| --- | --- |
| **Discussion: A Math Lesson** | 4.1 |
| **View** the “[Third Grade Math: A Complete Lesson](https://www.teachingchannel.org/videos/classroom-daily-routines)” video [26:27] from Teaching Channel. The video explores how effective daily routines help students concentrate and learn. It looks at how Math routines like Mental Math and Fast Facts can be used in a classroom. **Respond** to the following prompts in the A Math Lesson discussion forum by Wednesday: * What does Ms. Saul consider when planning her day?
* How does Ms. Saul create a math period that is both varied and routine?
* What strategies does Ms. Saul use to maximize instructional time?

**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. |

|  |  |
| --- | --- |
| **Discussion: Word Problem** | 4.2 |
| **Review** the strands for operations and algebraic thinking for Grade Three. **View** the “[Two-step Word Problems](https://achievethecore.org/page/2994/two-step-word-problems-dolan)” video [1:02:29] **Respond** to the following prompt in the Word Problem discussion forum by Friday: What instructional strategies, activities, and techniques would you use to explain the following problem to your students? Rachel broke off half as many balloons as Isaiah broke. Altogether they broke 18 balloons. How many balloons did Isaiah break?**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.  |

|  |  |
| --- | --- |
| **Assignment: Math Lesson Plan** | 4.3 |
| **Develop** a math lesson using the Lesson Plan template. **Complete** each section in the template thoroughly. **Submit** your Lesson Plan by Sunday.  |

**Week 6: Science–Continued**

**Learning Objectives**

|  |  |
| --- | --- |
| * 1. Apply instructional strategies and curriculum development methods to create a dynamic lesson plan.
 | CLO2, CLO3, CLO4 |

**Assignments**

|  |  |
| --- | --- |
| **Discussion: Hands-On Experiments** | 6.1 |
| **Respond** to the following prompt in the Hands-On Experiments discussion forum by Wednesday: * Why are hands-on experiments so important for elementary school learners?
* How can you integrate science into different subject areas?
* What is science inquiry? How do you do it?

**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. |

|  |  |
| --- | --- |
| **Discussion: 3R’s** | 8.1 |
| **View** the “[3R’s: Revolution, Reaction, and Reform](https://www.teachingchannel.org/videos/teaching-complex-concepts)” video [15:04] from the Teaching Channel. The video provides teaching tips to help students understand complex, abstract concepts. This example uses a 4th grade social studies lesson, but can be applied to other subjects. Quick Write, group discussion, and I See, I Think, I Wonder, are teaching ideas that help students to understand concepts. **Respond** to the following prompts in the 3R’s discussion forum by Wednesday:* How can the 'Quick Write’ be used to activate prior knowledge and as a pre-assessment?
* What is the purpose of ‘I see, I think, I wonder’?
* How does the wide variety of photos help students understand the various meanings of revolution?

**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: Curriculum and Instruction Seminar

### Course Learning Outcomes

|  |
| --- |
| **CLO** |
| **CLO1:** Describe instructional strategies that maximize the level of academic rigor.  |
| **CLO2:** Identify relevant state standards for student’s specific grade level and content area and integrate into a lesson plan. |
| **CLO3:** Analyze the effectiveness of a teaching segment for chosen focus areas. |
| **CLO4:** Determine the implementation and use of standards with the integration of disciplinary literacy. |

### Course Structure

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Weeks 1–3: Planning Segment** |  |  |  |
|  | Assignment: Week 1 Reading Guide | End of Week 1 | Planning Segment | 3 |
|  | Discussion: Introduction to State and inTASC Standards | End of Week 1 | Planning Segment | 7 |
|  | Assignment: Week 2 Reading Guide | End of Week 2 | Planning Segment | 3 |
|  | Discussion: Exploration in the State and inTASC Standards  | End of Week 2 | Planning Segment | 7 |
|  | Assignment: Week 3 Reading Guide | End of Week 3 | Planning Segment | 3 |
|  | Discussion: Disciplinary Literacy | End of Week 3 | Planning Segment | 7 |
| **Weeks 4–5: Teaching Segment** |  |  |  |
|  | Discussion: Tools & Resources | End of Week 4 | Teaching Segment | 7 |
|  | Assignment: eJournal #1–Lesson Alignment to State Standards | End of Week 4 | Teaching Segment | 3 |
|  | Assignment: Classroom Snapshot | End of Week 5 | Teaching Segment | 17 |
|  | Assignment: eJournal #2–Classroom Snapshot Reflection | End of Week 5 | Teaching Segment | 3 |
| **Weeks 6–7: Analysis Segment** |  |  |  |
|  | Discussion: Myths & Rigor | End of Week 6 | Analysis Segment | 7 |
|  | Discussion: Classroom Snapshot Share-Out | End of Week 7 | Analysis Segment | 17 |
|  | Assignment: eJournal#3–Takeaways from Classroom Snapshot Assignment | End of Week 7 | Analysis Segment | 3 |
|  | Assignment: eJournal#4– Self-Assessment of State and inTASC Standards Knowledge and Use | End of Week 7 | Analysis Segment | 3 |
| **Week 8: Reflection Segment** |  |  |  |
|  | Discussion: Literacy & Social Justice | End of Week 8 | Refection Segment | 7 |
|  | Assignment: eJournal #5–Perspective Shifts | End of Week 8 | Refection 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: Disciplinary Literacy** | 1.4 |
| As students’ progress, they are expected to increase the amount of informational text, not just in English classes, but across all content areas. Therefore, all teachers are expected to integrate content-area reading and writing into their classes.

|  |
| --- |
| **Distribution of Literary and Informational Passages by Grade in the 2017 NAEP Reading Framework** |
| Grade | Literary | Informational |
| 4 | 50% | 50% |
| 8 | 45% | 55% |
| 12 | 30% | 70% |

**Source**: National Assessment Governing Board. (2017). *Reading framework for the 2017 National Assessment of Education Progress*. Washington, DC: U.S. Government Printing Office. Another major shift is towards teaching disciplinary literacy. While similar to content-area literacy, it is slightly different. Each content area has specific language, text structures, and skills that unique to that content area. Teachers need to explicitly introduce students to these subject-specific skills as part of their instruction. Some examples would be comparing the different writing skills embedded within: a lab report in science, instructions and rules for game play in PE, an artist statement that accompanies a painting, a historical narrative from a particular point in history, or a literary critique in English. Each of these tasks involve writing, but to master each form you need to understand its structure, tone, and purpose. In order to best prepare students, we need to expose them to a variety of different types of reading and writing across all content areas. The goal of this discussion is to broaden your understanding of what disciplinary literacy looks like at different grade levels, and across different subjects. **Read** “Ch. 3–Taking Action: How to Help All Students Become Ready for College-Level Reading” pp. 23-28 from the following article: American Coll. Testing Program, I. I. (2006). [Reading between the Lines: What the ACT Reveals about College Readiness in Reading](http://files.eric.ed.gov/fulltext/ED490828.pdf). *American College Testing* (ACT), Inc.**Note**. Reading this will help you build an understanding of why this is an important issue.**Explore** the article showing for examples on how to guide student thinking with templates of student worksheets from many different content areas. **Consider** how you would integrate disciplinary literacy (reading and/or writing) into your own classroom: * Choose a content area such as Science or Social Studies, not ELA, that you would like to focus on.

**Respond** to the following prompts in the Disciplinary Literacy discussion forum by Wednesday of Week 3: * Describe a writing or reading assignment that demonstrates an example of disciplinary literacy within a content area that would be appropriate for the grade level you teach.
* Why is this an example of disciplinary literacy?
* Provide a hyperlink to any supporting resources you found.

**Rename** the title of your response as “Content Area, Grade, Reading/Writing – Your Name”. **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. |

|  |  |
| --- | --- |
| **Discussion: Tools & Resources** | 2.1 |
| As we are asking teachers to integrate more literacy skills into various content areas, it is important to provide you with some concrete tools to help you do so. The goal of this discussion is to have you research some ideas, and share resources to broaden your repertoire of strategies that scaffold reading and writing assignments. **Explore** the resources provided below or find one that meets a need you have:  Excellence in Literacy Instruction: [Tips and tools](http://www.lindahoyt.com/tips.html) by Linda Hoyt, author of Revisit, Revise, Retell: Time-Tested Strategies for Teaching Reading Comprehension, provides many of the strategies from her book online. She summarizes the strategies and provides examples of worksheets that could be used to help students of different grade levels with reading comprehension. * [Excellence in Education](http://www.barbarablackburnonline.com/free-resources/downloads-for-books/rigor-is-not-a-four-letter-word/) from Blackburn Consulting Group, Inc. Elizabeth Blackburn, Ph.D., author of Rigor is Not a Four Letter Word, provides many templates for different content areas to aid in reading and writing across various content areas.
* [Narrowing the Language Gap: The Case for Explicit Vocabulary Instruction](http://teacher.scholastic.com/products/authors/pdfs/Narrowing_the_Gap.pdf) by Kevin Feldman and Kate Kinsella from Scholastic Professional Paper. This article explains the importance of explicit academic vocabulary instruction with some strategies on how to implement them.
* [Dr. Kate Kinsella - Part I - Explicit Accountable Vocabulary Instruction](https://vimeo.com/59314153) video [13:42] on Vimeo. Kate Kinsella, Ed.D., is an expert on academic vocabulary. This video shows Dr. Kinsella demonstrating some of the strategies from the article in a clip from one of her seminars.

**Respond** to the following prompts in the Tools & Resources discussion forum by Wednesday of Week 4:  Summarize the resource or strategy.* Describe how it embeds literacy skills into a content area.
* How would or wouldn’t this work with your student population?
* Embed a working hyperlink to the resource you found so others can readily access it.

**Rename** the title of your response as “Resource or Strategy Name – Your Name”. **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. |

|  |  |
| --- | --- |
| **Assignment: eJournal #1–Lesson Alignment to Arizona Standards** | 2.2 |
| In preparation for your Classroom Snapshot assignment, you will need to choose a lesson to teach that is aligned to at least one academic content standard. **Review** complete directions for this assignment located in Weeks 4–5: Teaching Segment.**Write** a 1-to 2-page response to the following prompts: * State which content standard you will be using. Include the grade level, content area and copy and paste the full standard. You can use ELA, Math, Science or Social Studies.
* Summarize the lesson you will be teaching for your Classroom Snapshot assignment.
* Explain how the lesson you are teaching is aligned to the content area you chose.

**Submit** your eJournal as a Word document by Sunday of Week 4.  |

|  |  |
| --- | --- |
| **Assignment: Classroom Snapshot** | 2.2 |
| Videotapes of ourselves can be very illuminating. We can learn some of our bad habits, we can see our students from a new perspective, and we can get feedback from people who are not normally in our classroom. Also, for edTPA you will be required to submit video of you teaching in your classroom. This assignment is designed to prepare you for feedback, reflection, growth, and working out logistical details for this submission.**Write** a 1-to 2-page summary that provides context for your lesson. Explain the following: * What grade you teach
* What unit you are studying
* What part of the lesson segment you are sharing
* Any other pertinent information that will help us understand your lesson.

**Note**. This should be the same lesson described in Week 4’s eJournal #1**Record** 3 to- 5-minutes of continuous, unedited instructional time in your classroom that shows a lesson that relates to meeting Arizona and InTASC standards. It doesn’t matter if the 3-5 minutes incorporates direct instruction or independent work time, but it needs to be time when the class is clearly working on work aligned to the Arizona standards. **Ensure** you are in compliance with your school site policies related to videotaping students.**Upload** your video in a format that can readily be shared, such as an MP4 file, to a cloud-based file sharing tool such as Alliants’ OneDrive, Google Drive, or YouTube. **Submit** your summary and link to your video by Sunday of Week 5. **Note**. You will be sharing your Classroom Snapshot video to a Peer Group Discussion by the end of Week 6. |

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

### 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: ELD/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: 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

### Key Assignment and Rubric

**Task:**

**Select** one of the lessons you will teach this week. Try to make this a lesson in which there are opportunities for oral language development. Utilize the Lesson Plan Template if you will be creating a lesson.

**Examine** the lesson, before teaching it, for opportunities in which an oral language development strategy could be included.

**Select** one or two strategies from this week’s readings or video to include in your lesson.

**Write** a short 100-to 200-word pre-lesson reflection that:

* Describes which oral language development strategies you will include
* How you will describe to the students how to use them

**Note**. Cite the sources of the strategies you selected.

**Teach** the lesson before the end of this week. During instruction, focus on the English Learners in your class to identify the following:

* Which of the strategies seem to be more effective and which less effective?
* Are your students able to understand your instructions easily and carry them out without the need for a lot of extra clarification?
* Ask students to engage in the same type of oral language development, if possible, in the days following the lesson to allow them to practice the skills you are teaching.

**Write** a 350-to 700-word post-lesson analysis of the success of your teaching of the oral language strategies you selected. Include the following in your reflection:

* A detailed description of the strategy.
* Your evaluation of the effectiveness of your teaching of the strategy or strategies.
* Your evaluation of the success of the strategy or strategies in allowing EL students to improve their skills.
* If students were able to engage in repeated practice of the strategy or strategies during the week, any improvements in your EL students.
* Two suggestions for how you could improve the oral language development of your students.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria for Current Practitioners** | **4 points****Mastery** | **3 points****Proficiency** | **2 points****Cursory** | **1 points****Deficiency** |
| **Pre-reflection paragraph****(x .5)** | Teacher candidate showed clear and detailed evidence in the pre-reflection of the Interpretation of English learners' assessment data and where to locate that information to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction | Teacher candidate showed accurate and appropriate evidence in the pre-reflection of the Interpretation of English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction | Teacher candidate showed minimal or limited evidence in the pre-reflection of the Interpretation of English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction | Teacher candidate showed inaccurate or was missing evidence in the pre-reflection of the Interpretation of English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction |
| **Lesson plan created by teacher candidate****(x 2)** | Lesson plan written by the teacher candidate is clear, detailed, and addresses all of the following components:\*uses thorough knowledge of students to plan lesson \*uses research-based instructional strategies, scaffolding, SDAIE and ELD strategies \*evidence of adaptions of subject matter, curriculum, organization, and planning to support all students including EL and SPED in the least restrictive environment  | Lesson plan written by the teacher candidate is clear and uses knowledge of students including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning | Lesson plan written by the teacher candidate is limited in detail and information and minimally uses knowledge of students including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning | Lesson plan written by the teacher candidate is inappropriate or inaccurate and does not use knowledge of students including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning |
| **Post-reflection analysis****(x 1.5)** | Teacher candidate post-reflection is clear, thorough, and detailed regarding the: \*planning, designing, implementation, and monitoring of instruction\*effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students\*evidence of the use of instructional strategies that include the use of developmentally, linguistically, and culturally appropriate learning activities, materials, and resources that include **all** students | Teacher candidate post-reflection has accurate detail regarding the: \*planning, designing, implementation, and monitoring of instruction\*effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students\*evidence of the use of instructional strategies that include the use of developmentally, linguistically, and culturally appropriate learning activities, materials, and resources that include **all** students | Teacher candidate post-reflection is minimally detailed regarding the: \*planning, designing, implementation, and monitoring of instruction\*effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students\*evidence of the use of instructional strategies that include the use of developmentally, linguistically, and culturally appropriate learning activities, materials, and resources that include **all** students | Teacher candidate post-reflection has missing items regarding the: \*planning, designing, implementation, and monitoring of instruction\*effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students\*evidence of the use of instructional strategies that include the use of developmentally, linguistically, and culturally appropriate learning activities, materials, and resources that include **all** students |

## 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

|  |  |
| --- | --- |
| * 1. Determine how to effectively integrate communities of practice and social networking in lesson plan designs.
 | CLO1, CLO3 |
| * 1. Determine how to effectively integrate data analysis or visualization tools in lesson plan designs.
 | CLO1, CLO3 |

**Activities and Resources**

|  |  |
| --- | --- |
| **Readings** | 7.1, 7.2 |
| ***Online Resources**** Swan, K & Shea, P. (2005). [The development of virtual learning communities](http://portal.ou.nl/documents/12551527/12551599/swan%26shae_2005.pdf). In. S. R. Hiltz & R. Goldman, *Asynchronous Learning Networks: The Research Frontier*. New York: Hampton Press, 239-260.
* In A. Collins (Chair), (1987). [Strategies for teaching thinking skills with interactive technologies](http://files.eric.ed.gov/fulltext/ED288913.pdf). Symposium conducted at the meeting of the American Educational Research Association, Washington.
* Bell, P. (2000). [Scientific arguments as learning artifacts: designing for learning from the web with KIE](http://www.designbasedresearch.org/reppubs/bell-Linn.pdf). *International Journal of Science Education*, 22(8), 797-817.
* [Introduction to communities of practice](http://wenger-trayner.com/introduction-to-communities-of-practice/) from Wenger-Trayner.
* [Communities of Practice](http://pubpages.unh.edu/~jds/CofPractice.htm) from infed
* [Analyzing Data](https://www.teachervision.com/skill-builder/graphs-and-charts/48946.html?page=1) from Teacher Vision (2 pages)
* [Fifth-Graders Soar in the Blogosphere](http://www.educationworld.com/a_tech/tech/tech253.shtml) from Education World

* [Geospatial Revolution](http://www.doe.k12.de.us/Page/1453) from the Delaware Department of Education
* [Geographic Information Systems in K-12](https://education.mn.gov/MDE/dse/tech/gis/index.htm) from the Minnesota Department of Education
* [ArcGIS Explorer Desktop from Esri](https://www.esri.com/en-us/arcgis/products/explorer-for-arcgis)
* [Google Maps](https://support.google.com/maps/?hl=en#topic=3092425)
* [Data Handling Games](http://www.topmarks.co.uk/maths-games/5-7-years/data-handling) from Topmarks.
* [Tasty Tech Activity with Excel](http://www.educationworld.com/a_tech/techlp/techlp004.shtml) from Education World
* Committee on the Support for the Thinking Spatially (2006). Learning to think spatially: GIS as a support system in the K-12 curriculum. [Chapter 8: An assessment of GIS as a system for supporting spatial thinking in the K-12 context](http://www.nap.edu/read/11019/chapter/10). The National Academies Press.
 |
| **Explore** the following:  |
| * [Blackboard](http://www.blackboard.com/learning-management-system/blackboard-learn.aspx)
* [ClassFlow](https://classflow.com/classflow/)
* [Google+](https://support.google.com/plus/?hl=en#topic=6320376)
* [Schoology](https://www.schoology.com/)
* [Moodle in education](https://docs.moodle.org/20/en/Moodle_in_education)
* Scholastic – [Resources for Teachers](http://teacher.scholastic.com/resources-for-teachers/)
* [Educational Freeware](http://www.educational-freeware.com/)
* [Khan Academy](https://www.khanacademy.org/)
* [Apple and Education](https://www.apple.com/education/)
* [Facebook in Education](https://www.facebook.com/education)
* You Tube Channels – [Teachers](https://www.youtube.com/user/teachers)
* [Teaching Channel](https://www.teachingchannel.org/)
* [PBS TeacherLine](http://www.pbs.org/teacherline/)
* [Educational Technology and Mobile Learning](http://www.educatorstechnology.com/2012/06/12-best-ning-groups-for-teachers-to.html)
* [iPads in Education](http://ipadeducators.ning.com/)
* [TeachThought](http://www.teachthought.com/the-future-of-learning/technology/the-55-best-best-free-education-apps-for-ipad/)
 | * [Google Play](https://play.google.com/store/apps/category/EDUCATION/collection/topselling_free)
* [Common Sense Education](https://www.commonsensemedia.org/educators)
* [Intel Education](http://www.intel.com/content/www/us/en/education/intel-education.html?cid=sem461p439g-c&gclid=CjwKEAiAsJanBRCgnpfa0orvyz4SJAAbxEq-bPiVlFGm9TJLNlYmPCsQ0cr818Fcqh2Cup2Z5ZekoRoCC6_w_wcB)
* [Wikipedia Education Program](https://en.wikipedia.org/wiki/Wikipedia%3AEducation_program)
* [Google for Education](https://www.google.com/edu/)
* AT&T: [K-12 Education](http://www.corp.att.com/edu/k12/)
* [K12 High Speed Network](http://www.k12hsn.org/conferencing/)
* [TeachAde](http://www.teachade.com/)
* [Exploratorium](http://www.exploratorium.edu/)
* [Connections Academy](http://www.connectionsacademy.com/)
* [USGS Education](http://education.usgs.gov/)
* [Edutopia](http://www.edutopia.org/)
* [Nick Jr.](http://www.nickjr.com/)
* [Skype in the Classroom](https://education.microsoft.com/skypeintheclassroom)
* American Association of School Librarians: [Standards for the 21st Century Learner Lesson Plan Database](http://www.ala.org/aasl/standards/lessons)
 |

**Assignments**

|  |  |
| --- | --- |
| **Virtual Learning Communities** | 7.1 |
| **Join** several sites for virtual learning communities. You may use the ones provided this week or some you know of on your own. **Respond** to the following prompts in the Virtual Learning Communities forum by Wednesday:* What communities did you join?
* How do they support learning and instruction?
* What kinds of activities are happening in the community?

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