# Course Details and Selected Assignments: Standard 5: Application of Content

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## 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:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566031)

[Week 2: Classroom Culture 20](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566032)

[Week 3: Teaching Special Populations 24](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566033)

[Week 4: Lesson Planning 28](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566034)

[Week 5: Unit Planning 32](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566035)

[Week 6: Intern Teaching Responsibilities 36](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566036)

[Week 7: Reflection 39](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566037)

[Week 8: Looking Ahead 41](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566038)

 

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| --- | --- | --- | --- | --- |
|  | **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

### Assignments and Rubric

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| --- | --- |
| **Discussion: Hooks** | 5.2 |
| Hooks are those activities that get students excited to learn the material. They are memorable touchstones that can frame the rest of the unit. They help make the content meaningful, relevant and interesting. They can be short demos, fieldwork, videos, real world applications, mysteries, etc. I think it helps to have a ‘hook’ at the beginning of a unit of study since it is a great way to get students excited about learning new material or skills.  **Respond** to the following prompts in the Hooks discussion forum by Friday:   * Describe the unit of study you will be teaching * Explain what your “hook” will be and how it will engage students * Embed a link to a related resource if possible and relevant   **Rename** the title of your response as the grade, content area, and ‘hook’ idea.  **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: Content Area Reading

### Course Learning Outcomes

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| **CLO** |
| **CLO1:** Explain the basic principles, theory, and practices of second language acquisition and influencing factors on proficiency levels as they relate to reading development. |
| **CLO2:** Explain the process of English Language development (ELD) and English Language Arts (ELA) standards as they relate to content area reading. |
| **CLO3:** Analyze the English Language Arts (ELA) standards specific to the two areas of reading (literature and informational text). |
| **CLO4:** Determine student levels of reading proficiency, and familiarity with state and district adopted programs designed to address the lowest levels of proficiency. |
| **CLO5:** Interpret informational ‘reading to learn’ secondary literacy strategies that cross all content areas. |
| **CLO6:** Analyze methods and strategies used to integrate reading with writing, listening, and speaking. |

### Course Structure

**Course Overview**

[Week 1: Multiple Literacies 14](#_Toc455151808)

[Week 2: Reading Comprehension 17](#_Toc455151809)

[Week 3: Comprehension Strategies 20](#_Toc455151810)

[Week 4: Vocabulary 22](#_Toc455151811)

[Week 5: General Principles of Writing 26](#_Toc455151812)

[Week 6: Emerging Technologies 29](#_Toc455151813)

[Week 7: Representing Thinking 32](#_Toc455151814)

[Week 8: Lifelong Learning 34](#_Toc455151815)

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| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Motivation, Engagement, & Teaching |  | Discussion | 14 |
|  | Discussion: Literacy |  | Discussion | 14 |
| **Week 2** | |  |  |  |
|  | Discussion: Good Readers |  | Discussion | 14 |
| **Week 3** | |  |  |  |
|  | Discussion: Reading Comprehension Strategies |  | Discussion | 14 |
| **Week 4** | |  |  |  |
|  | Discussion: Vocabulary |  | Discussion | 14 |
|  | Discussion: Diversity |  | Discussion | 14 |
|  | Assignment: Journal Articles |  | Assignment | 30 |
| **Week 5** | |  |  |  |
|  | Discussion: Journal Assignment |  | Discussion | 14 |
|  | Discussion: Promoting Writing |  | Discussion | 14 |
|  | Assignment: Lesson Plan |  | Assignment | 40 |
| **Week 6** | |  |  |  |
|  | Discussion: Technology |  | Discussion | 14 |
|  | Assignment: Field Work |  | Assignment | 50 |
| **Week 7** | |  |  |  |
|  | Discussion: Alternative Forms |  | Discussion | 14 |
| **Week 8** | |  |  |  |
|  | Discussion: Professional Development |  | Discussion | 14 |
|  | Course Project: WebQuest |  | Course Project | 100 |
|  | Discussion: Course Project |  | Discussion | 12 |
| **Total Points** | |  |  | **386** |

### Textbook and Resources

McLaughlin, M. (2015). *Content Area Reading Teaching and Learning for College and Career Readiness*. (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

ISBN: 9780133520668

IRIS Center Resources: <http://iris.peabody.vanderbilt.edu/>

The Carnegie Corporation of New York: <http://carnegie.org/>

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

Current research on Discipline Practices

<http://educationnorthwest.org/resources/discipline-disparities-implications-school-practice-and-policy>

### Example Assignments

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| --- | --- |
| **Discussion: Diversity** | 4.2 |
| In a way, I like to think that we are all English Language Learners, just at varying levels. When we think about our own content areas, we really are ‘insiders’ since we know and use terminology that many times is exclusive to our content area. For example, if I teach Science, and I hear someone speaking about matter, I may have a very different idea of what is being talked about based on my past experiences and background knowledge or schema. The challenge comes when we are in our classrooms and we expect students to have a firm grasp of the English language so that we can teach our content area.  **Respond** to the following prompts in the Diversity discussion forum by Wednesday:   * How do you believe you will accommodate English learners' needs in your teaching? * What specific strategies can you use to help students access textbooks or learning vocabulary?   **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. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| **Discussion: Promoting Writing** | 5.1 |
| **Consider** how you will incorporate writing in your content area teaching.  **Respond** to the following prompts in the Promoting Writing discussion forum by Friday:   * How will you make connections between writing and your content area? * How will you motivate students to use writing to learn? * How will you promote writing in the content areas among fellow faculty members?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to a peer in your same content area. If you are not in a classroom currently comment on someone who is in the subject area you plan to teach. | |

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| **Course Project: WebQuest** | CLO1, CLO2, CLO3, CLO4, CLO5, CLO6 |
| A well-designed WebQuest will develop a learners critical thinking skills by focusing on using information rather than looking for information. You will be working to create a WebQuest for your content area. Try and design something that you can actually use in your class.  **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/) , [Google Sites](https://www.sites.google.com/?pli=1), 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   **Submit** a link to your WebQuest by Friday. | |

**Week 7: Representing Thinking**

**Learning Objectives**

|  |  |
| --- | --- |
| * 1. Explain the importance of integrating alternative representations of thinking in disciplinary instruction. | CLO5, CLO6 |

**Activities and Resources**

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| --- | --- |
| **Readings** | 7.1 |
| ***Content Area Reading***   * Ch. 12: Key to Critical and Creative Thinking in the Content Areas * Ch. 13: Poetry, Drama, Music, and Art: Alternative Representations of Thinking | |
| ***Textbook Resources***  **Review** the following presentations:   * Ch. 12: Key to Critical and Creative Thinking in the Content Areas * Ch. 13: Poetry, Drama, Music, and Art: Alternative Representations of Thinking | |

**Assignments**

|  |  |
| --- | --- |
| **Discussion: Alternative Forms** | 7.1 |
| **Consider** how you will integrate alternative forms of representation into your teaching.  **Respond** to the following prompts in the Alternative Forms discussion question by Friday:   * Create a plan for integrating an alternative from of representation in your teaching:   + Select a topic and a specific mode of representation.   + Develop an annotated list of at least three quality online sources.   + Describe how your sources help represent student thinking. * How will your plan help your students use music, drama, and art to represent their thinking?   **Note**. You can save these resources for use in your teaching.  **Reply** to one classmate’s post, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate. | |

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

### Course Learning Outcomes

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| --- |
| **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: State 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

**Week 7: Authentic Assessment and the use of Rubrics for Evaluation**

**Learning Objectives**

|  |  |
| --- | --- |
| * 1. Explain the attributes of authentic assessment. | CLO8 |
| * 1. Determine the criteria and quality standards for an effective rubric. | CLO8 |
| * 1. Evaluate a lesson plan to incorporate an authentic assessment. | CLO8 |

**Activities and Resources**

|  |  |
| --- | --- |
| **Readings** |  |
| ***Reading, Writing, and Learning in ESL***  **Review** the following sections of Ch. 3: Classroom Practices for Effective English Learner Instruction:   * How are English Learners Assessed * Definition and Purposes of English Learner Assessment * Basic Concepts and Terms Used in Assessment * Limitations of Standardized Language Proficiency Tests * Principles of Classroom-Based Assessment   **Read** the Scoring Guide for Whining document. | |
| ***Online Resources***   * [Authentic Assessments Rubrics](http://www.ndtwt.org/Blackboard/P2SST2/rubric.htm) from the North Dakota Teaching with Technology Initiative * Callison, D. (1998). [*Authentic Assessment*](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/edchoice/SLMQ_AuthenticAssessment_InfoPower.pdf). Originally published School Library Media Activities Monthly 14, no.5, reprinted from the American Library Association. * Goodrich, H. (1997). [Understanding Rubrics](http://www.ascd.org/publications/educational-leadership/dec96/vol54/num04/Understanding-Rubrics.aspx), *Teaching for Authentic Student Performance*, 54(4), 14-17 from ASCD: Educational Leadership. * [Scoring Guide for Whining](http://www.classroomfreebiestoo.com/2016/01/scoring-guide-for-whining.html) from Classroom Freebies too! * Wiggins, Grant (1990). [The case for authentic assessment](http://pareonline.net/getvn.asp?v=2&n=2). *Practical Assessment, Research & Evaluation online*, 2(2). | |
| ***Rubrics for Teachers***  While many teachers are familiar with developing rubrics, for others this is not a common practice. Two websites which could be very helpful in developing your rubric are:   * Teacher Planet–[Rubrics for Teachers](http://www.teacherplanet.com/rubrics-for-teachers?ref=rubrics4teachers): This site is very helpful. While you need to register, it is free, and allows you to download rubrics by subject area, created by teachers. In addition, you can post rubrics that you create to the site. One caution is that you will want to be careful with the rubrics as some are better than others. But, it could be very useful to compare the different rubric samples by subject area. * 4 Teachers–[Rubistar](http://rubistar.4teachers.org/index.php): A very easy to use site that allows teachers to easily design rubrics. They provide customizable rubrics based on type of project that can easily be adapted to your specific authentic assessment. | |

**Assignments**

|  |  |
| --- | --- |
| **Discussion: Authentic Assessment** | 7.1 |
| **Respond** to the following prompts in the Authentic Assessment discussion forum by Wednesday:   * What do you understand authentic assessment to be? * Select one of the activities from your SDAIE Lesson Plan to create an authentic assessment.   + Describe the original assessment.   + Why did you select this assessment?   **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. | |

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| **Discussion: Rubrics for Authentic Assessments** | 7.2 |
| **Review** the *Understanding Rubrics* article from this week’s readings.  **Respond** to the following prompts in the Rubrics for Authentic Assessment discussion forum by Friday:   * How can rubrics be used to evaluate authentic assessments? * What has been your experience with rubrics, either as a teacher or student?   **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. | |

|  |  |
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| **Assignment: Authentic Assessment with Scoring Rubric** | 7.2, 7.3 |
| Grant Wiggins defines authentic assessment as, "...Engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field." (Wiggins, 1993, p. 229).  **Create** a one page authentic assessment for one of the activities in the SDAIE Lesson Plan that you developed in Week Six. Use your creativity to design an engaging task or problem that mimics a real life situation where students will need to demonstrate knowledge, critical thinking, reflection, and other skills in a systematic way in order to complete or solve it.  **Note**. While quizzes and tests are valid methods of traditional assessment, they are not usually considered authentic assessment and should be avoided for this assignment.  **Develop** a one page rubric for evaluating your authentic assessment. A rubric is what allows you to evaluate an assessment in a systematic way and helps ensure that you are truly measuring student performance in a reliable fashion.  **Include** a copy of your original SDAIE Lesson Plan when you submit this assignment.  **Submit** your authentic assessment, rubric, and original lesson plan by Sunday.  **Reference**: Wiggins, G. P. (1993). *Assessing student performance*. San Francisco: Jossey-Bass Publishers. | |

## 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)

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|  | **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

*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. | | |

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| --- | --- | --- |
| **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. |  |

**Week 6: Learning by Doing**

**Learning Objectives**

|  |  |
| --- | --- |
| Determine effective applications of constructivist learning theory. | CLO3, CLO4 |

**Activities and Resources**

|  |  |
| --- | --- |
| **Readings** | 6.1 |
| ***Teaching in the Secondary School***   * Ch. 10: Teaching for Higher-Level Outcomes * Ch. 11: Small-Group and Cooperative Learning | |
| ***Web Resource***  Edutopia Project-Based Learning located at: <http://www.edutopia.org/project-based-learning> | |

**Assignments**

|  |  |
| --- | --- |
| **Discussion: Constructivist Teaching Strategy** | 5.1 |
| **Review** the examples of Constructivist teaching strategies from your reading this week.  **Respond** to the following prompts in the Constructivist Teaching Strategy by Wednesday:   * Describe one key theme in your subject area. * How will you use a constructivist strategy to structure your students’ exploration of that theme?   **Reference** Edutopia and the Teaching in the Secondary School text to support or contrast your position.  **Reply** to one classmate’s post applying the RISE Model for Meaningful Feedback by Sunday.  **Respond** to a post that has 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

**Weeks 4–5: Teaching Segment**

**Learning Objectives**

|  |  |
| --- | --- |
| * 1. Explain strategies that integrate content-specific reading and writing skills across various content areas. | CLO2 |
| * 1. Determine methods to effectively design and teach a lesson that is aligned to one or more Arizona Content Standards. | CLO2 |
| * 1. Analyze specific success and challenges in an Arizona Content Standards-aligned lesson taught to your students. | CLO4 |

Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 2.1, 2.2, 2.3 |
| **Review** the Weeks 1–3: Planning Segment readings as needed. | |

**Assignments**

|  |  |
| --- | --- |
| **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. | |

## 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 Assignment with Rubric

|  |  |
| --- | --- |
| **Course Project: Educational Technology** | CLO1, CLO2, CLO3 |
| **Imagine** school or district has been receiving an abundance of calls from parents questioning the use of technology in the classroom.  Create website or document for parents, students, and administrators outlining how you incorporate technology into the educational plan for your class(es).  Utilize one of the following to create your forum or use one of your choosing:  **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 options provided. It is encouraged that you test you comfort levels and use applications or resources you are not familiar with.   Include the following information:  • Types of technology you plan to use and a description of them  • A place to report evaluation information such as surveys and findings.  Draft a letter specifically to parents describing your educational plan and technology policies. Include the steps you take to ensure student privacy online. Reference the readings this week in the assignment.   * **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. | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **4 points**  **Mastery** | **3 points**  **Proficiency** | **2 points**  **Cursory** | **1 points**  **Deficiency** |
| **Connections to stakeholders**  **(x 2)** | Website is clear and user friendly for students, families, and other members of the school community regarding communication, achievement expectations and student progress | Website is user friendly for students, families, and other members of the school community includes at least two of the following components:  communication, achievement expectations, and student progress | Website is somewhat user friendly for students, families, and other members of the school community with one or more of the following components missing:  communication, achievement expectations, and student progress | Website is difficult to use in relation to communication with students, families, and other members of the school community  Communication, achievement expectations and student progress may be missing or are difficult to understand or to locate on website |
| **Website components**  **(x 1)** | Website has 7 or 8 of the following components:  \*television  \*video  \*gaming simulation  \*micro worlds  \*social networking  \*virtual learning  \*collaboration  \*situated learning | Website has 5 or 6 of the following components:  \*television  \*video  \*gaming simulation  \*micro worlds  \*social networking  \*virtual learning  \*collaboration  \*situated learning | Website has 3 or 4 of the following components:  \*television  \*video  \*gaming simulation  \*micro worlds  \*social networking  \*virtual learning  \*collaboration  \*situated learning | Website has 1 or 2 of the following components:  \*television  \*video  \*gaming simulation  \*micro worlds  \*social networking  \*virtual learning  \*collaboration  \*situated learning |
| **Equitable access to the curriculum**  **(x 1)** | There is very clear evidence of the adaptions, accommodations, and/or modifications of the website to facilitate equitable access to the curriculum on the website | There is appropriate evidence of the adaptions, accommodations, and/or modifications of the website to facilitate equitable access to the curriculum on the website | There is some evidence of the adaptions, accommodations, and/or modifications of the website to facilitate equitable access to the curriculum on the website | There is little or no evidence of the adaptions, accommodations, and/or modifications of the website to facilitate equitable access to the curriculum on the website |
| **Communication with parents**  **(x 1)** | The letter to parents on the website clearly explains all of the following components:  \*how the website can engage their student  \*how the website will support their learning  \*expectations of digital citizenship  \*expectations of Internet security | The letter to parents on the website clearly explains at least 3 of the following components:  \*how the website can engage their student  \*how the website will support their learning  \*expectations of digital citizenship  \*expectations of Internet security | The letter to parents on the website explains at least 2 of the following components:  \*how the website can engage their student  \*how the website will support their learning  \*expectations of digital citizenship  \*expectations of Internet security | The letter to parents on the website explains one of the following components:  \*how the website can engage their student  \*how the website will support their learning  \*expectations of digital citizenship  \*expectations of Internet security |
| **Data analysis and information**  **(x .5)** | Website has a very clear and easy-to-find section or place to report evaluation information such as surveys and findings | Website has a section or place to report evaluation information such as surveys and findings | Website has a section or place to report evaluation information such as surveys and findings, but it is difficult to locate | Website does not have a clear section or place to report evaluation information such as surveys and findings |