# Course Details and Selected Assignments: Standard 6: Assessment

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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)

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

|  |  |
| --- | --- |
| **Assignment: Two-Week Unit Plan** | 5.3, 5.4 |
| Everyone has their own preferred method of how to organize their thinking into a unit plan. Some people buy large lesson planning books and write everything out in the template provided. Others use desktop calendars.  **Write** a two-week unit plan for the first few weeks of school. You can provide the plan for one period and subject, multiple periods and subjects or one whole day if you are in a self-contained class. This is to benefit you, so do what would help you most.  **Examine** the Unit Plan Exemplar provided to see the format I mostly use to plan lessons.  **Include** the following in your unit plan:   * Context   + Brief summary that explains in what grade, content and classroom setting this will be used.   + Provide any additional information to help provide necessary context to understand the unit plan. * Standards: list the relevant content standards for your grade level, related to your unit of study. * Assessments   + Explain what summative assessment(s) are being used at the end of the unit.   + Explain what formative assessments will be integrated throughout the unit to monitor students’ progress towards unit goals.   + Evidence of monitoring students for progress over the course of the two-weeks should be embedded within the unit plan itself. * Objectives: clear objectives written for each day that are aligned to content standards for that grade. * Scope:   + Explain what lessons will be taught each day.   + Explain major activities with estimated time frames for each portion. * Sequence: show sequence of lessons over a two-week period   **Submit** your Two-Week Unit Plan as a Word document to the assignment forum by Sunday. | |

## 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:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465146)

[Week 2: Principles, Theories, Concepts, & Practice 17](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465147)

[Week 3: Teaching for Meaningful Learning 20](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465148)

[Week 4: Developmentally Appropriate Practice 22](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465149)

[Week 5: Classroom Management 24](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465150)

[Week 6: Teaching Diverse Learners 26](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465151)

[Week 7: Teaching Diverse Learners continued 28](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465152)

[Week 8: Good Teaching 30](file:///Z:\Arizona\Round%202\FIGs\EDU6004%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** | |  |  | 100 |

### 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. | |

## 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: EL/SDAIE Lesson Plan Analysis |  | Lesson Plan | 10 |
| **Week 4** | |  |  |  |
|  | Discussion: Developing Oral Language Skills |  | Discussion | 5 |
|  | Discussion: Oral Language Strategies |  | Discussion | 5 |
|  | Assignment: Oral Language Development Strategies |  | Lesson Plan | 15 |
| **Week 5** | |  |  |  |
|  | Discussion: Promoting Early Literacy |  | Discussion | 5 |
|  | Discussion: Vocabulary Development |  | Discussion | 5 |
|  | Assignment: Literacy and Writing Development Strategies |  | Lesson Plan | 15 |
| **Week 6** | |  |  |  |
|  | Discussion: Content Standards & English Learners |  | Discussion | 5 |
|  | Discussion: Writing Process |  | Discussion | 5 |
|  | Assignment: SDAIE Lesson Plan |  | SDAIE Lesson Plan | 15 |
| **Week 7** | |  |  |  |
|  | Discussion: Authentic Assessment |  | Discussion | 5 |
|  | Discussion: Rubrics for Authentic Assessments |  | Discussion | 5 |
|  | Assignment: Authentic Assessment with Scoring Rubric |  | SDAIE Lesson Plan | 15 |
| **Week 8** | |  |  |  |
|  | Discussion: Understanding by Design |  | Discussion | 5 |
|  | Assignment: Standards-Based SDAIE Curriculum Unit |  | Project | 45 |
| **Total Points** | |  |  | **200** |

### Textbook

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

ISBN: 978-0132892971

### Example Assignments

**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. | |

|  |  |
| --- | --- |
| **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. | |
| 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!’ | |

|  |  |
| --- | --- |
| **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: 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 and Varied Lessons** | 4.1, 4.2 |
| **Brainstorm**, in your project groups, how situated cognition, anchored instruction or goal-based scenario lessons might be integrated into your group project.  **Post** your ideas, by project group, to the Course Project and Varied Lessons forum by Friday.  **Provide** meaningful feedback to each other by Sunday.  **Note**. Reference your readings in your initial response and your replies to classmates’. | |

|  |  |
| --- | --- |
| **Varied Lesson Plan** | 4.1, 4.2 |
| **Design** a situated cognition, anchored instruction or goal-based scenario lesson or technology application in a subject content area of your choice. Use a lesson plan design of your choice or use the Alliant Lesson Plan template.  **Note**. Select a different content area than what you used for your Week One Blended Learning Lesson Plan assignment.  **Utilize** your state standards for selecting your subject content area.  **Include** the following in your lesson plan:   * A description of the content you intend to teach * The resources required to support instruction and learning * How learning will be assessed   **Support** your lesson plan design with suggestions from the readings this week.  **Submit** your lesson plan to the following forums by Friday:   * Scenario Lesson Plan discussion forum * Scenario Lesson Plan assignment submission forum   **Provide** meaningful feedback to a classmate’s lesson design by Sunday. If a classmate’s lesson design already has a comment posted, provide feedback to a classmate who does not yet have comments. | |

## Course: Supporting Differentiated Learning (Seminar)

### Course Learning Outcomes

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

### Course Structure

Planning, Teaching, Analysis, Self-Assessment Segments

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

### Textbook and General Resources

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

ISBN: 978-0134019642

**Online Resources**

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

### Example Assignments

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| --- | --- |
| **Discussion Post #3: Multiple Intelligences** | **CLO1:** Describe instructional strategies that maximize the involvement and provide support to all students. |
| We all have our strengths and weaknesses in different areas. This brief article explains what multiple intelligences are and how we can integrate that understanding into our practices to meet the needs of different students. By varying the way we ask students to access and demonstrate their understanding, we can meet the needs of different learners.  The goal of this discussion is to broaden our repertoire of ways to integrate multiple intelligences into our presentation and assessment of student learning across all content areas. Do some research on how to incorporate multiple intelligences into a content area where you wouldn’t expect to find them. For example, a math class would mostly deal with problems that favor those with logical-mathematical intelligences. But, how could you highlight different intelligences in a math class? One example would be [having students create a song to help them memorize the Quadratic Equation](https://www.youtube.com/watch?v=z6hCu0EPs-o).   1. Read the article on Edutopia, “Multiple Intelligences: What Does the Research Say?” using the link provided.   LINK: <http://www.edutopia.org/multiple-intelligences-research?gclid=CJjru8-9us8CFUFrfgodeucDGg>   1. Title your discussion post as “Access/Demonstrate, Intelligence(s) Type, Content, Grade” *(e.g. “Demonstrate, Musical, Math, High School” would describe a strategy in which students access math content through a strategy that highlights musical intelligence.)* 2. In your post, describe a strategy or lesson that could be used in the content area/grade level you teach that would integrate multiple intelligences where you wouldn’t expect them.  * Summarize the strategy or lesson used for students to access the content or for students to demonstrate their understanding * Explain how it incorporates one or more intelligence into a content area where it wouldn’t typically be seen * Provide a hyperlink to any resources you found  1. Respond to at least two of your peer’s posts. It could be a connection, a question, a suggestion, or other meaningful contribution. Your response should be a minimum of 2-3 sentences. | |

## Course: Supporting Grading and Goal Setting (Seminar)

### Course Learning Outcomes

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

### Course Structure

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

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

### Textbook

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

ISBN: 978-1-118-90185-4

### Example Assignments

**Module One: Weeks 1–3: Planning Segment**

**Learning Objectives**

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| --- | --- |
| * 1. Identify different types of assessments and provide examples in your own practice. | CLO1 |
| * 1. Describe various types of formative assessments that check for understanding and are appropriate for your classroom setting. | CLO1 |
| * 1. Explain specific instructional decisions for how assessments are administered and structured to meet the needs of different learners. | CLO2 |
| * 1. Determine various ways assessments can be modified to make them more accessible for English Language Learners. | CLO1 |

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| **Readings** | 1.1, 1.2, 1.3, 1.4 |
| ***Teach Like a Champion 2.0***  **Read** the Introduction to Part 1: Check for Understanding, and the following:   * **Week 2**–Ch. 1: Gathering Data on Student Mastery * **Week 3**–Ch. 2: Acting on the Data and the Culture of Error | |
| ***Lectures***  **View** the following lectures:   * “Introduction to the Course” [7:45] * “Introduction to Assessments”   **Review** the following presentations for the lectures as needed:   * “Introduction to the Course” * “Introduction to Assessments” | |

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| **Assignment: Introduction to Assessment Types** | 1.1, 1.2, 1.4 |
| **Read** the following online article that summarizes different types of assessment, their use, and tools to implement them in your classroom:  Ronan, A. (2015).[*Every Teacher’s Guide to Assessments*](http://www.edudemic.com/summative-and-formative-assessments/) from Edudemic.  **Complete** the Introduction to Assessments Reading Guide during and after you read the article.  **Submit** the document to the assignment forum by Sunday of Week 1. | |

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| **Discussion: Case for Assessment** | 1.1, 1.2, 1.4 |
| Assessments are an important part of classroom instruction.  **Read** the following excerpt from Marzano’s book, Classroom Assessment & Grading That Work:  Marzano, R. J. (2006). [Chapter 1. The case for classroom assessment](http://www.ascd.org/publications/books/106006/chapters/The-Case-for-Classroom-Assessment.aspx). In *Classroom assessment & grading that work*. Alexandria, VA: Association for Supervision and Curriculum Development.  **Analyze** one of the figures in more detail using your last name as a guide for which figure you should study:   * Last Name starting with A–H: analyze Figure 1.1 * Last Name starting with I–R: analyze Figure 1.2 * Last Name starting with Q–Z: analyze Figure 1.3   **Note**. This is an example of how to use data as a focal point to discuss an article. It is a modification of a ‘close reading’ using data interpretation as the entry point to discussing the article.  **Respond** to the following prompts, in two-to three-sentences, in the Case for Assessment discussion forum by Wednesday of Week 1:   * What are your overall impressions of the article? * What does it mean to you as a teacher? * Summarize hoe you interpret the data from your assigned figure. * What conclusion did you draw from the figure?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday of Week 1. It could be a connection, an inquiry, or other meaningful contribution. If possible, respond to posts that have not yet received feedback from a classmate. | |

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| **Assignment: Week 2 Reading Guide** | 1.1, 1.2, 1.4 |
| **Read** the “Teach Like A Champion 2.0, Part 1, Chapter 1 Reading Guide.”  **Complete** the Teach Like A Champion 2.0, Part 1, Chapter 1 Reading Guide during and after you read the article.  **Submit** the document to the assignment forum by Sunday of Week 2. | |

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| **Discussion: Fair Isn’t Always Equal** | 1.3 |
| In Rick Wormelli’s book, *Fair Isn’t Always Equal: Assessing & Grading in the Differentiated Classroom*, he discusses various ways to differentiate grading and assessments to make them more equitable to learners with different needs. Wormelli and his publishers have summarized most of these ideas in a series of short videos.  **View** the “[Rick Wormeli: Introduction to Assessment and Grading in the Differentiated Classroom](https://youtu.be/8uo-r3eVWlA?list=PLs8CQn-vIjyXXq8d3-iJhDa3Pa5MU97AU)” video [1:03] from YouTube.  **Select** two of the following videos to view from YouTube:   * “[Rick Wormeli: Standards-Based Grading](https://youtu.be/h-QF9Q4gxVM?list=PLs8CQn-vIjyXXq8d3-iJhDa3Pa5MU97AU)” [8:42] * “[Rick Wormeli: On Late Work](https://youtu.be/FHeij2Zfil4?list=PLs8CQn-vIjyXXq8d3-iJhDa3Pa5MU97AU)” [7:47] * “[Rick Wormeli: How Much Should Homework Count?](https://youtu.be/nMJ-vEl4WB8?list=PLs8CQn-vIjyXXq8d3-iJhDa3Pa5MU97AU)” [7:00] * “[Rick Wormeli: Formative and Summative Assessment](https://youtu.be/rJxFXjfB_B4?list=PLs8CQn-vIjyXXq8d3-iJhDa3Pa5MU97AU)” [4:48] * “[Rick Wormeli: School Leaders Working With Faculty](https://youtu.be/4RJU8BbGvBs?list=PLs8CQn-vIjyXXq8d3-iJhDa3Pa5MU97AU)” [6:10] * “[Rick Wormeli: Redos, Retakes, and Do-Overs, Part One](https://youtu.be/TM-3PFfIfvI?list=PLs8CQn-vIjyXXq8d3-iJhDa3Pa5MU97AU)” [8:33] * “[Rick Wormeli: Redos, Retakes, and Do-Overs, Part Two](https://youtu.be/wgxvzEc0rvs?list=PLs8CQn-vIjyXXq8d3-iJhDa3Pa5MU97AU)” [8:31] * “[Rick Wormeli: Gradebooks](https://youtu.be/NC7ZI8zr_Mk?list=PLs8CQn-vIjyXXq8d3-iJhDa3Pa5MU97AU)” [7:07] * “[Rick Wormeli: Defining Mastery](https://youtu.be/nPUqKp-n_hs?list=PLs8CQn-vIjyXXq8d3-iJhDa3Pa5MU97AU)” [4:25]   **Respond** to the following prompts, in two-to three-sentences, in the Fair Isn’t Always Equal discussion forum by Wednesday of Week 2:   * Summarize what Wormeli discusses from the two videos you selected. * Connect his ideas to your own classroom practices. * Which elements of assessment discussed would or would not work for your classroom setting? Why?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday of Week 2. It could be a connection, an inquiry, or other meaningful contribution. If possible, respond to posts that have not yet received feedback from a classmate. | |

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| **Assignment: Week 3 Reading Guide** | 1.1, 1.2, 1.4 |
| **Read** the “Teach Like A Champion 2.0, Part 1, Chapter 2 Reading Guide.”  **Complete** the Teach Like A Champion 2.0, Part 1, Chapter 2 Reading Guide during and after you read the article.  **Submit** the document to the assignment forum by Sunday of Week 3. | |

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| **Discussion: Assessments and English Language Learners** | 1.3 |
| When it comes to assessing English Language Learners, it can be difficult to ascertain what they really understand or what is a language acquisition challenge. Teachers can design assessments to better meet the needs of ELLs and provide accommodations to minimize language barriers. The goal of this discussion is to deepen your understanding how you can design and modify assessments to best meet the needs of your ELL students.  **Read** the following article that has many specific examples of how you can meet the needs of ELL learners at different levels of proficiency:  Pappamihiel, N. E., & Mihai, F. (2006). [Assessing English Language Learners' Content Knowledge in Middle School Classrooms](http://www.umbc.edu/stept/Modules/Science/module5/resources/Pappamihiel_Assessing_ELLs_content_knowledge_in_middle_school_classrooms.pdf). *Middle School Journal*, 38(1), 34-43.  **Read** the following article that lists accommodations that can be made for ‘realistic’ assessments for ELL students:  O’Loughlin, J., & Haynes, J. (1999). [Organizing and Assessing in the Content Area Class](http://www.everythingesl.net/inservices/judith2.php). TESOL Matters: everythingESL.net.  **Consider** ways you can integrate some of these into your own classroom setting.  **Respond** to the following prompts, in two-to three-sentences, in the Assessments and English Language Learners discussion forum by Wednesday of Week 3:   * Summarize an assessment you have used. * Explain the language barriers for ELL students specific to your selected assessment. * How could you implement one of the strategies from the articles to lower the language barrier and make the assessment more accessible to ELL students?   **Create** a heading for your response as “Content area, Grade level”.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday of Week 3. It could be a connection, an inquiry, or other meaningful contribution. If possible, respond to posts that have not yet received feedback from a classmate. | |

**Module Two: Weeks 4–5: Teaching Segment**

**Learning Objectives**

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| * 1. Determine criteria needed to delineate between various levels of mastery for an assessment you selected to assess a specific skill or concept. | CLO1 |
| * 1. Analyze student work for mastery providing specific examples of how it did or did not meet mastery criteria. | CLO3 |
| * 1. Analyze student data to develop an action plan based on the needs of your student. | CLO2 |

**Assignments**

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| --- | --- |
| **Discussion: Tools & Resources** | 2.1 |
| There are many aspects to assessment, only some of which we have explored thus far in our readings. The goal of this week’s discussion is for you to get more information about a topic in assessments that is pertinent to you.  **Locate** an assessment video that meets a need you have. You may find one on your own or use the assessment collection in Edutopia:   * Navigate to the following URL: <https://www.edutopia.org/assessment> * Scroll down to the **Watch** section * Use the left and right scroll arrows within the Assessment Videos box to find a video   **Respond** to the following prompts, in two-to three-sentences, in the Tools & Resources discussion forum by Wednesday of Week 4:   * Summarize the key points addressed in the video * How would or wouldn’t these key points work with your student population? * Embed a working hyperlink to your video so others can readily view it.   **Create** a heading for your response as “Topic of the Video on Assessment”.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday of Week 4. It could be a connection, an inquiry, or other meaningful contribution. If possible, respond to posts that have not yet received feedback from a classmate. | |

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| **Assignment: eJournal #1–Cycle of Inquiry** | 2.1 |
| An inquiry cycle can be a useful model to better understand an issue:  https://chipbruce.files.wordpress.com/2008/07/circle.gif  The major assignment in this course, Data Driven Instruction, aims to replicate this model to take you through a cycle of inquiry in thinking deeply about your students and how to best meet their instructional needs. The goal of this assignment is to begin this process by having you choose an assessment that will be a good fit for Data Driven Instruction.  **Review** the assignment guidelines for Data Driven Instruction on the assignments overview page for the Weeks 4–5: Teaching Segment.  **Watch** one of the following videos to gain insight about the inquiry process and assignment you will be completing to analyze student work. The videos will also show you how the inquiry process can be used to look for trends within student groups to inform instruction.   * [Examining Student Work – Elementary: Understanding the Protocol](http://mistreamnet.org/videos/351/examining-student-work-elementary-understanding-the-protocol) from MI Streamnet. * [Examining Student Work – Middle School: Understanding the Protocol](http://mistreamnet.org/videos/383/examining-student-work-middle-school-understanding-the-protocol) from MI Streamnet.   **Select** an assessment you will use for your Data Driven Instruction assignment using the examples above as a benchmark.  **Write** a 1-to 2-page overview of your selected assessment that includes the following:   * Describe which student work you will use. * Explain why you chose this set of student work: * Does this assessment provide insight into students’ understanding or skills? * How does this assessment relate to standards or learning objectives for the lesson? * How will you collate information for later analysis (i.e., videos of student performance, copies of student work, etc.)? * Does this assessment fall within the timeline of when you will need to submit and share your work?   **Submit** your overview as a Word document by Sunday of Week 4. | |

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| **Assignment: Data Driven Instruction** | CLO3 |
| You will use an assessment of your student’s work to monitor students’ mastery of the content and provide an action plan to address needs revealed by the assessment.  **Select** an assessment to analyze using the following examples as a benchmark for your selection:   * You will use an assessment of your student’s work to monitor students’ mastery of the content and provide an action plan to address needs revealed by the assessment.   **Select** an assessment to analyze using the following examples as a benchmark for your selection:   * [Examining Student Work – Elementary: Understanding the Protocol](http://mistreamnet.org/videos/351/examining-student-work-elementary-understanding-the-protocol) from MI Streamnet. * [Examining Student Work – Middle School: Understanding the Protocol](http://mistreamnet.org/videos/383/examining-student-work-middle-school-understanding-the-protocol) from MI Streamnet.   **Note**. Using a formative assessment with open-ended questions will likely yield better responses than a multiple-choice type format for the analysis section of this assignment.  **Collect** student work to monitor mastery of the content.  **Determine** criteria to evaluate the work.  **Conduct** a three-pile sorting process to sort the work.  **Analyze** the work to identify commonalities and trends within each pile using the Data Driven Instruction Data Sheet. You may modify this sheet to meet your needs.  **Identify** three samples of student work that demonstrate different levels of mastery.  **Develop** an action plan that outlines your next instructional steps to address any inconsistencies, misconceptions and student needs revealed from your analysis.  **Write** a paper about your process and action plan that includes the following information:   * **Student Work**   + Did students work alone or in groups?   + When does this assessment fall within this scope of the unit and lesson?   + If you teach more than one class, why did you select this group to analyze? * **Criteria**   + What would mastery of this skill or concept involve? What would you look for as evidence that students have mastered this concept or skill?   + How will you differentiate between different levels of mastery?   + How will you evaluate the assessment (e.g., a rubric, a checklist, a comparison to prior work, etc.)? * **Sorting**   + Explain which three categories you used to sort the work, (e.g., meeting, approaching or not meeting).   + Tabulate how many students fall into each category. * **Analysis**   + For each pile, what are key areas where groups of students did or did not demonstrate mastery?   + Identify outliers and what specific needs they may need to have addressed.   + Look at the distribution of students within each category. Are the majority of students mastering the concept or skill assessed?   + Which of the skills or concepts were most difficult for your students? Which were the easiest? Why? * **Artifacts**    + Data Driven Instruction Data Sheets   + Three samples of student work.   + Brief description of each work sample and why you selected it. You will also share these artifacts with peers in the upcoming week. * **Action Plan**    + Do you need to re-teach a concept or skill based on the outcomes of the assessment? How and when could you do this?   + How can you address the needs of individual students? Describe what they may look like in the context of your classroom.   + How can you address the needs of small groups? Describe what that may look like within the context of your classroom.   + Were inconsistencies or misconceptions revealed in this assessment? How could you correct these with the class?   + How and when will you reassess students on this skill or concept?   **Submit** your paper as a Word document by Sunday of Week 5.  **Note**. You will post your student work samples to a Peer Group Discussion by the end of Week 6 | |

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| **Assignment: eJournal #2–Data Driven Instruction Reflection** | 2.2, 2.3 |
| **Write** a 1-to 2-page reflection on the Data Driven Instruction analysis:   * What did you learn from your students as a result of this assignment? How will that inform your instruction going forward? * Were you surprised by anything you found in your student work samples? Why or why not? * Would you use this assessment again in this format? Why or why not?   **Submit** your reflection as a Word document by Sunday of Week 5. | |

**Module Three: Weeks 6–7: Analysis Segment**

**Learning Objectives**

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| --- | --- |
| * 1. Integrate specific modifications into an assessment to meet the needs of an English language learner and a student with an academic challenge. | CLO2 |
| * 1. Analyze the effectiveness of a peer’s assessment plan providing specific feedback on how to best meet the needs of a student. | CLO3 |
| * 1. Determine specific ways in which you can support students in preparation for state-mandated assessments. | CLO1 |

**Assignments**

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| --- | --- |
| **Assignment: eJournal #3–ELL Needs** | 3.1 |
| **Write** a 1-to 2-page reflection on the Data Driven Instruction analysis submitted last week:   * Thinking about your assessment, what areas would be most challenging for a student that is an English Language learner? * In what ways could you modify the assessment to aid ELL students in their ability to best showcase their understanding and abilities? * Did you make any modifications along these lines? If so, how effective were they?   **Submit** your reflection as a Word document by Sunday of Week 6. | |

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| **Discussion: Data Driven Instruction Share-Out** | 3.2 |
| This is an opportunity to get peer feedback and suggestions on your student assessments. You should have collected some student artifacts, in any format demonstrating at least three levels of mastery.  **Respond** to the following prompts in the Data Driven Instruction Share-Out discussion forum by Wednesday of Week 6:   * Copy the context you provided in your Data Driven Assignment to help peers understand the context of your assessment. * Provide at least three areas that you would like others to focus their attention on to provide you with targeted feedback. This can be about the assessment itself, or about the student work showcased. * Link student work samples for others to view your students work artifacts to guide their feedback from a shared rive such as OneDrive, Google Drive, or Dropbox. You may also attach them to the post as a file.   **Provide** feedback to three classmates assigned to your peer review group, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday of Week 7:   * Review the context of the assessment, review which areas they would like to get feedback on, review the student work artifacts. * Provide meaningful feedback on their assessments within one or more of the focus areas they selected in the form of questions, connections, suggestions, resources, etc.   **Note**. Use this as an opportunity for you to expand your repertoire of ideas on how implement different assessments. | |

**Module Four: Week 8: Reflection Segment**

**Learning Objectives**

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| * 1. Evaluate your views on testing vs. accountability. | CLO1 |
| * 1. Assess your growth in understanding assessments. | CLO4 |

**Assignments**

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| **Discussion: Too Much Testing?** | 4.1 |
| This short segment introduces the debate on testing vs. accountability.  **View** the “[Is there too much testing in the public schools?](http://www.pbs.org/newshour/bb/is-there-too-much-testing-in-the-public-schools/)” video [8:43] from PBS Newshour.  **Respond** to the following prompts, in two-to three-sentences, in the Too Much Testing discussion forum by Wednesday of Week 8:   * How much testing is required at your school site? Do you feel it interferes with your instructional time? * Does your school spend time reviewing student data from state or district-level testing? How is that data used to make decisions at your school site or at the district level? * How can schools achieve the balance between accountability and testing? * Is it important to hold teachers accountable? Is testing the way to do that? Why or why not?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday of Week 8. It could be a connection, an inquiry, or other meaningful contribution. If possible, respond to posts that have not yet received feedback from a classmate. | |

## 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

**Week 4: Designing Assessment**

**Learning Objectives**

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| Analyze the relationships among assessment, evaluation, and grading. | CLO3 |
| Define authentic and performance assessment. | CLO3 |

**Activities and Resources**

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| --- | --- |
| **Readings** | 4.1, 4.2 |
| ***Teaching in the Secondary School***  Ch. 6: Learning Assessment: Making Data-Driven Decisions | |
| ***Web Resources***   * Edutopia Assessment located at: <http://www.edutopia.org/assessment> * Indiana Department of Education, Office of English Language Learning and Migrant Education Authentic Assessment located at: http://www.msdwt.k12.in.us/msd/wp-content/uploads/2011/10/authentic\_assessment.pdf * Authentic Assessment Toolbox Tasks located at: <http://jfmueller.faculty.noctrl.edu/toolbox/tasks.htm> | |

**Assignments**

|  |  |
| --- | --- |
| **Discussion: Assessment** | 4.2 |
| **Research** two types of authentic or performance assessment that are most relevant to your subject area.  For example, music students have recitals, chemistry students conduct experiments, English students write articles, etc.  Most authentic or performance assessments include a rubric.  **Respond** to the following prompts in the Assessment discussion forum by Wednesday:   * How are the assessments you selected relevant to your subject area? * Provide links to the assessments you selected.   ***Note***. Check the forum before posting your examples, do not repeat any type of assessment already mentioned by a classmate.  **Reference** 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](http://www.risemodel.com/) by Sunday.  **Respond** to a post that has not yet received feedback from a classmate. | |