# Course Details and Selected Assignments: Standard 7: Planning for Instruction

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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 State Standards | End of Week 6 | Reflections | 5 |
| **Week 7** | |  |  |  |
|  | Assignment: Maintaining Balance Reflection | End of Week 7 | Reflections | 5 |
|  | Assignment: Support Networks Reflection | End of Week 7 | Reflections | 5 |
| **Week 8** | |  |  |  |
|  | Assignment: Preparation Self-Assessment Reflection | End of Week 8 | Reflections | 5 |
|  | Assignment: Looking Ahead Reflection | End of Week 8 | Reflections | 5 |
| **Total Points** | |  |  | **100** |

### Textbooks

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

ISBN: 978-0325013138

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

ISBN: 978-0965026321

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

ISBN: 978-0976423317

### Example Assignments

**Week 4: Lesson Planning**

**Learning Objectives**

|  |  |
| --- | --- |
| * 1. Identify the Arizona content standards and curriculum frameworks for the content area and grade level you teach. | CLO3 |
| * 1. Analyze resources that can be utilized to plan rigorous and engaging lessons for your students. | CLO3 |
| * 1. Design a lesson with unique objectives aligned to Arizona content standards suited to your specific placement. | CLO3 |
| * 1. Generate a detailed description of a lesson plan that integrates differentiation strategies to meet the needs of diverse learners in your classroom. | CLO3 |

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| ***Lecture***  **View** the “Introduction to Lesson Planning” video.  **Review** the “Week 4 – Lesson Planning” presentation for the lecture as needed. |

**Assignments**

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| **Discussion: Standards-Based Teaching** | 4.1 |
| The readings this week have you spending time familiarizing yourself with content standards for your content area and grade level.  **Select** one of the following prompt sets:   * Prompt #1: Arizona Standards – ELA:   + Do you feel the standards adequately cover the key ideas, skills, and processes for your content area? Why or why not?   + How do the standards build upon one another from one grade level to the next?   + How can the standards help you with lesson and unit planning? * Prompt #2: Arizona Standards - Math:   + Do you feel the standards adequately cover the key ideas, skills, and processes for your content area? Why or why not?   + How do the standards build upon one another from one grade level to the next?   + How can the standards help you with lesson and unit planning? * Prompt #3: Modifying standards   + Which would you prefer -- to modify a grade level standard or to use a standard from a lower grade level? Why?   + What is an example of how you could modify a grade level standard to meet the needs of a particular student?   + What are the challenges to modifying standards?   **Post** a response to your selected prompt set in the Standards-Based Teaching discussion forum by Wednesday.  **Rename** the title of your response as the prompt number you are addressing and your name.  **Cite** specific examples, in agreement or disputing, of how the readings informed your views.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, reply to peers that responded to the same prompt set as you and have not yet received feedback from a classmate. | |

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| **Discussion: Content Resources** | 4.2 |
| **Research** a great collection of resources specific to your content area, grade level or expertise. This resource should be more than just one lesson plan, but an area for many different ideas that are searchable. It could be any collection of useful content ideas, lessons, resources, media clips, etc. There are so many great resources out there for lesson ideas!  **Respond** to the following prompts in the Content Resources discussion forum by Thursday:   * Summarize what the resource offers. * Explain why it would be useful tool for your lesson planning. * Embed a link to the resource.   **Rename** the title of your response as the grade or content area and resource title. Check the forum to ensure you have a unique topic that has not already been shared by a peer!  **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: Lesson Plan** | 4.3, 4.4 |
| **Review** the “Introduction to Lesson Planning” video or the “Week 4 – Lesson Planning” presentation from the resources this week.  **Write** a lesson plan, using the CSOE Lesson Plan template, on any topic that is of interest or pertinence to your current or intended classroom placement.  **Include** the following information in your lesson plan:   * A short introduction that provides context to the lesson such as content and classroom setting. * When this lesson will be used within the scope of a unit.   **Examine** the Lesson Plan Exemplar to see what a completed lesson plan looks like.  **Submit** your Lesson Plan as a Word document to the assignment forum by Sunday. | |

## Course: Educational Foundations

### Course Learning Outcomes

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| **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: 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: 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

**Week 2: Principles, Theories, Concepts, & Practice**

**Learning Objectives**

|  |  |
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| * 1. Identify the importance of Brown vs. Board of Education and other key cases in education reform. | CLO2 |
| * 1. Explain the importance curriculum and culture in designing classroom instruction. | CLO5 |

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| **Assignment: Parts of the Curriculum** | 2.2 |
| **Write** a brief response to the following: What are the formal, enacted and hidden parts of the curriculum?  **Submit** your response by Sunday. | |

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| **Assignment: Codes of Power** | 2.2 |
| **Write** a brief response to the following:   * What are the 5 codes of power? Provide a description of each. * Why is it important to understand these codes of power when planning lessons and classroom management plans?   **Submit** your response by Sunday. | |

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| **Assignment: Responsible Pedagogy** | 2.1, 2.2 |
| Three young women wrote a poem that reflects their views on a variety of current issues. These views are based on what they experienced at school, home, and in their communities.  **Watch** them recite their poem “[Somewhere in America](https://www.youtube.com/watch?v=O8KpS1lwGm0)” [3:22] from YouTube.  **Write** a 700-to 1,050-word paper that addresses the following:   * What did you feel as you watched the video? * How could you use one or more of the topics presented as a teaching tool in your classroom?   + Why did you select that topic?   + How does it connect to your subject matter? * Are there implications for your teaching philosophy developed in Week One? * How does this poem connect to the laws reviewed this week?   **Submit** your paper consistent with APA style guidelines. | |

**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 | |

|  |  |
| --- | --- |
| **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 Language Learners

### Course Learning Outcomes

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

### Course Structure

**Course Overview**

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

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

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

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

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

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

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Building Community |  | Discussion | 5 |
|  | Discussion: Connecting with Students |  | Discussion | 5 |
|  | Assignment: Visual Presentation |  | Presentation | 10 |
| **Week 2** | |  |  |  |
|  | Discussion: Second Language Acquisition |  | Discussion | 5 |
|  | Assignment: The Ideal English Learner Program |  | Paper | 10 |
| **Week 3** | |  |  |  |
|  | Discussion: Effective Instruction of English Learners |  | Discussion | 5 |
|  | Assignment: 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: 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 3: Effective English Learner Instruction**

**Learning Objectives**

|  |  |
| --- | --- |
| * 1. Analyze methods to meet the varied needs of English learners. | CLO5, CLO6 |
| * 1. Determine how sheltered instruction is planned and implemented. | CLO2, CLO5 |

**Activities and Resources**

|  |  |
| --- | --- |
| **Readings** | 3.1, 3.2 |
| ***Reading, Writing, and Learning in ESL***  Ch. 3: Classroom Practices for Effective English Learner Instruction | |
| ***Online Resource***  Best Practices for ELL’s: [Effective Strategies](http://www.colorincolorado.org/ell-strategies-best-practices) | |

**Assignments**

|  |  |
| --- | --- |
| **Discussion: Effective Instruction of English Learners** | 3.1 |
| **Review** the Sheltered Instruction (SDAIE) Checklist from Ch. 3 of *Reading, Writing, and Learning in ESL*.  **Reflect** on your current classroom practice.  **Respond** to the following prompts in the Effective Instruction of English Learners discussion forum by Wednesday:   * Which strategies on the checklist are included in your current classroom practice? How have their utilization improved your instruction? * Which strategies, not currently utilized, do you believe would make the instruction you provide to English Learners more effective? * Provide concrete examples of ways that you could implement the strategies.   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

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| **Assignment: ELD/SDAIE Lesson Plan Analysis** | 3.2 |
| **Write** a 700-to 1,000-word analysis of one of your own lesson plans or an existing one in your content area of choice. If you do not have one readily available, go to [www.teachers.net](http://www.teachers.net) or [www.lessonplanspage.com](http://www.lessonplanspage.com) to locate one you can use.  **Analyze** the lesson plan for its effectiveness in meeting the needs of:   * Mainstream learners   + State content standards   + Goals and objectives   + Appropriate instructional strategies   + Assessment * English learners   + ELD standards   + Goals and objectives   + Specific instructional strategies   + Assessment   **Note**. Utilize the Sheltered Instruction (SDAIE) Checklist from Ch. 3 of *Reading, Writing, and Learning in ESL* to determine the presence or absence of specific instructional strategies for the English learner.  **Consider** the following as you analyze the lesson plan:   * What major components exist in this lesson plan? * What essential components are missing? * How effective would this plan be for meeting the needs of English learners?   **Provide** two suggestions for improvement that would make this a high-quality lesson containing the appropriate lesson components for English learners.  **Format** your paper consistent with APA guidelines.  **Submit** your analysis, with the lesson attached as an appendix or a link provided to the lesson utilized, by Sunday. | |

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

### Course Learning Outcomes

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

### Course Structure

[Week 1: Nature, Nurture and Plasticity 7](file:///Z:\Arizona\Round%202\FIGs\EDU6005v1%20Faculty%20Instructional%20Guide%20(1).docx#_Toc447878621)

[Week 2: Infants and Toddlers 16](file:///Z:\Arizona\Round%202\FIGs\EDU6005v1%20Faculty%20Instructional%20Guide%20(1).docx#_Toc447878622)

[Week 3: Early Childhood 18](file:///Z:\Arizona\Round%202\FIGs\EDU6005v1%20Faculty%20Instructional%20Guide%20(1).docx#_Toc447878623)

[Week 4: Middle Childhood Part I 20](file:///Z:\Arizona\Round%202\FIGs\EDU6005v1%20Faculty%20Instructional%20Guide%20(1).docx#_Toc447878624)

[Week 5: Advocacy 22](file:///Z:\Arizona\Round%202\FIGs\EDU6005v1%20Faculty%20Instructional%20Guide%20(1).docx#_Toc447878625)

[Week 6: Middle Childhood Part II 24](file:///Z:\Arizona\Round%202\FIGs\EDU6005v1%20Faculty%20Instructional%20Guide%20(1).docx#_Toc447878626)

[Week 7: Adolescence 27](file:///Z:\Arizona\Round%202\FIGs\EDU6005v1%20Faculty%20Instructional%20Guide%20(1).docx#_Toc447878627)

[Week 8: Emerging Adulthood 29](file:///Z:\Arizona\Round%202\FIGs\EDU6005v1%20Faculty%20Instructional%20Guide%20(1).docx#_Toc447878628)

Assignments

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

### Textbook:

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

ISBN: 978-1464177354

### Example Assignments

**Week 4: Middle Childhood Part I**

**Learning Objectives**

|  |  |
| --- | --- |
| * 1. Explain the relationship between language development and intelligence. | CLO2 |
| * 1. Recommend instructional approaches based on developmental theories. | CLO1, CLO4 |

**Activities and Resources**

|  |  |
| --- | --- |
| **Readings and Resources** | 4.1, 4.2 |
| ***Textbook: The Developing Person Through Childhood and Adolescence, 10th edition***   * Ch. 11: Middle Childhood: Biosocial Development * Ch. 12: Middle Childhood: Cognitive Development | |
| ***Video Resources***   * **Watch** *How to Speak More in Class* located at: <https://www.youtube.com/watch?v=y7JJZkKt5eg> | |

**Assignments**

|  |  |
| --- | --- |
| **Discussion: Language Development in Action** | 4.1 |
| **Prepare** a response to the following:  What are the characteristics of a language rich classroom?   * What is the relationship between language development and intelligence? * How does the hybrid theory of language development compare to the eclectic approach? * Provide an example of a theory you see in action in the classrooms you encounter.   **Post** your initial response to the *Language Development in Action* discussion forum by Wednesday, Day 3 of Week 4.  **Apply** the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a classmate.  **Respond** to the RISE questions and suggestions to your initial post by Sunday, Day 7 of Week 4. | |

|  |  |
| --- | --- |
| **Assignment: Week 4 Challenge for a Professional Teacher** | 4.2 |
| **Scenario:** Sarah is a very shy child in your Grade 2 classroom. She rarely speaks at all, and then only in a whisper.  **Write** a brief response to the following prompt:   * If you subscribe to the psychoanalytic theory, how will you help Sarah participate in classroom discussions? * If you subscribe to the behaviorist theory, how will you help Sarah participate in classroom discussions?   **Post** your response the *Week 4 Challenge for Professional Teacher* discussion forum by Sunday, Day 7 of Week 4.  *\*Note: You will not be able to see the posts of your classmates until you post your initial response.* | |

|  |  |
| --- | --- |
| **Assignment: Course Project Component 2: Identify a Theorist** | CLO1, CLO2, CLO3, CLO4 |
| **Complete** the following requirements for your Project Plan:   * Identify the theorist whose work best applies to addressing the child’s challenge or changing the student’s behavior * **Explain** why you selected this theory. Describe the other theories you considered and why you did not select them to support this situation.   **Submit** your assignment by Sunday, Day 7 of Week 4 by clicking on the assignment in Canvas and uploading your document. | |

## 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

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

|  |
| --- |
| **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

|  |  |
| --- | --- |
| **Discussion Post #2: Rethinking English Language Instruction: An Architectural Approach Jigsaw Reading Assignment** | **CLO1:** Describe instructional strategies that maximize the involvement and provide support to all students. |
| “Jigsaw” is common reading strategy utilized in classroom instruction. An assigned reading is divided up into sections and different groups are assigned sections to read. Students who read the same section meet in “expert groups”. Each expert group is given time to summarize the key points and discuss the reading, Then, new groups are formed with at least one student from each expert group. Each “expert” shares their understanding of the section they read. Once every summary has been shared, students in these heterogeneous groups discuss the reading, often responding to prompts provided by the teacher. In this way, students are able to get an overview of a topic without having to read the entire section themselves.  This is an example of a differentiation technique that would support struggling readers and English Language Learners. Students of different reading abilities get indirect support by working collaboratively in their expert groups to create a summary of their section. English Language Learners have multiple opportunities to participate in structured academic discourse.  We are implementing a modified version of a “jigsaw” for this reading assignment. Your instructor will send you an email designating which section of the reading each person is assigned. The discussion will broken into smaller groups with at least one person who read each section contributing. Unfortunately, it will not be possible to provide time for “expert groups”’ in this model, but you will experience the sharing out in heterogeneous groupings.   1. Read your assigned section of the article by Susana Dutro and Carrol Moran, “Rethinking English Language Instruction: An Architectural Approach” using the link provided. *(****Optional:*** *You may read the entire article, but you should only complete the post for your assigned section.)*   LINK: <http://www.doe.in.gov/sites/default/files/curriculum/rethinking-language-instruction.pdf>  **Reading Sections:**  **Everyone Reads:** “General Principles for English Language Instruction”, pp. 242-246.  **Group 1:** Additionally reads: “Systematic English Language Development”, pp. 246-248.  **Group 2:** Additionally reads: “Front-Loading Language Teaching”, pp. 248-252.  **Group 3:** Additionally reads: “Maximizing the Teachable Moment”, pp. 252-254.   1. Title your discussion post as “Group #” 2. Summarize what the authors discussed in your section. Provide at least one connection between what they discussed and how it is relevant to your teaching practice. 3. Read the summaries written by your peers for the sections of the article you did not read. 4. Respond to at least two of your peer’s posts. It could be another idea of how the content relates to instruction, a clarifying question, a connection, or other meaningful contribution. Your response should be a minimum of 2-3 sentences. | |

|  |  |
| --- | --- |
| **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: Elementary Education Methods

### Course Learning Outcomes

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

### Course Structure

**Course Overview**

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

[Week 3: M7athematics 18](#_Toc454622522)

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

[Week 5: Science 22](#_Toc454622524)

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

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

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

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

### Resources

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

### Example Assignments

**Week 2: Language Arts–Continued**

**Learning Objectives**

|  |  |
| --- | --- |
| * 1. Determine methods to modify curriculum to meet the needs of all students in your classroom. | CLO2, CLO5 |

**Activities and Resources**

|  |  |
| --- | --- |
| **Readings** | 2.1 |
| ***[ELPS for Arizona Public Schools](http://www.azed.gov/oelas/elps/)***   * [Standards](https://www.azed.gov/oelas/elps/) * [Guidance Document](https://cms.azed.gov/home/GetDocumentFile?id=54de1d88aadebe14a87070f0) | |
| ***National Center for Universal Design on Learning (UDL)***  **Explore** the [UDL](http://www.udlcenter.org/) website.  **View** the “[UDL at a Glance](http://www.udlcenter.org/resource_library/videos/udlcenter/udl)” video [4:38] from the Resource Library. | |
| ***Literacy Design Collaborative***  **Read** the [LDC Mini-Tasks and Universal Design for Learning (UDL)](https://ldc.org/blog/posts/ldc-mini-tasks-and-universal-design-learning-udl-leslie-buffen-and-vicki-griffo) by Leslie Buffen and Vicki Griffo blog post. | |
| ***Arizona Content Standards***  Review the [Arizona Content Standards](http://www.azed.gov/standards-practices/) for your grade and content areas | |

**Assignments**

|  |  |
| --- | --- |
| **Discussion: Universal Access** | 2.1 |
| Your Language Arts program must ensure that all students have access to a quality program. You will need to modify your curriculum to meet the needs of all students in your classroom.  **Respond** to the following prompt in the Universal Access discussion forum by Wednesday:   * What three types of instructional strategies could you use to assist Special Need students? * How would you use those strategies?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

|  |  |
| --- | --- |
| **Assignment: ELA Mini Task** | 2.1 |
| **Read** the [LDC Mini-Tasks and Universal Design for Learning (UDL)](https://ldc.org/blog/posts/ldc-mini-tasks-and-universal-design-learning-udl-leslie-buffen-and-vicki-griffo) by Leslie Buffen and Vicki Griffo blog post.  **Read** about [Mini-Tasks](https://ldc.org/how-ldc-works/mini-tasks) from the LDC website.  **Create** your own English Language Arts mini-task using one of the [LDC Task Templates](https://ldc.org/resources).  **Note**. To utilize one of the templates you will need to create an account on the LDC website:   * Go to the LDC Home page: <https://ldc.org> * Click on LCD Core Tools Log In * Create a free account * Click on LDC Library from the menu at the top * Click Create in the upper right hand area * Select new mini task from the drop down menu * Create your mini-task using the online tools * Select your grade level, targeted skill - ensure you select Additional Academic Standards and AZ as your state as well as grade level * Save your mini task   **Export** your completed mini-task to a PDF file.  **Submit** the PDF file to the ELA Mini Task assignment forum on Canvas by Sunday.  **Note**. You can also browse ready-made mini tasks first to see what other teachers have done. You can submit your finished products to be reviewed and used by other teachers. You can also create whole unit plans (modules). | |

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

## Supporting Grading and Goal Setting (Seminar)

### Course Learning Outcomes

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

### Course Structure

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

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

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### Example Assignments

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

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

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

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

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

## 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 state 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** |

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### Example Assignment

|  |  |
| --- | --- |
| **Discussion: Disciplinary Literacy** | 1.4 |
| As students progress, they are expected to increase the amount of informational text, not just in English classes, but across all content areas. Therefore, all teachers are expected to integrate content-area reading and writing into their classes.   |  |  |  | | --- | --- | --- | | **Distribution of Literary and Informational Passages by Grade in the 2017 NAEP Reading Framework** | | | | Grade | Literary | Informational | | 4 | 50% | 50% | | 8 | 45% | 55% | | 12 | 30% | 70% |   **Source**: National Assessment Governing Board. (2017). *Reading framework for the 2017 National Assessment of Education Progress*. Washington, DC: U.S. Government Printing Office.  Another major shift is towards teaching disciplinary literacy. While similar to content-area literacy, it is slightly different. Each content area has specific language, text structures, and skills that unique to that content area. Teachers need to explicitly introduce students to these subject-specific skills as part of their instruction. Some examples would be comparing the different writing skills embedded within: a lab report in science, instructions and rules for game play in PE, an artist statement that accompanies a painting, a historical narrative from a particular point in history, or a literary critique in English. Each of these tasks involve writing, but to master each form you need to understand its structure, tone, and purpose. In order to best prepare students, we need to expose them to a variety of different types of reading and writing across all content areas.  The goal of this discussion is to broaden your understanding of what disciplinary literacy looks like at different grade levels, and across different subjects.  **Read** “Ch. 3–Taking Action: How to Help All Students Become Ready for College-Level Reading” pp. 23-28 from the following article:  American Coll. Testing Program, I. I. (2006). [Reading between the Lines: What the ACT Reveals about College Readiness in Reading](http://files.eric.ed.gov/fulltext/ED490828.pdf). *American College Testing* (ACT), Inc.  **Note**. Reading this will help you build an understanding of why this is an important issue.  **Explore** the article showing for examples on how to guide student thinking with templates of student worksheets from many different content areas.  **Consider** how you would integrate disciplinary literacy (reading and/or writing) into your own classroom:   * Choose a content area such as Science or Social Studies, not ELA, that you would like to focus on.   **Respond** to the following prompts in the Disciplinary Literacy discussion forum by Wednesday of Week 3:   * Describe a writing or reading assignment that demonstrates an example of disciplinary literacy within a content area that would be appropriate for the grade level you teach. * Why is this an example of disciplinary literacy? * Provide a hyperlink to any supporting resources you found.   **Rename** the title of your response as “Content Area, Grade, Reading/Writing – Your Name”.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |