# Course Details and Selected Assignments: Standard 8: Instructional Strategies

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

### Course Learning Outcomes

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

### Course Structure

**Course Overview**

[Week 1: Classroom Management 14](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566031)

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

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

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

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

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

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

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

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

### Textbooks

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

ISBN: 978-0325013138

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

ISBN: 978-0965026321

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

ISBN: 978-0976423317

### Example Assignments

|  |  |
| --- | --- |
| **Discussion: Planning Instructional Time** | 5.1 |
| The readings this week discuss how to plan lessons to maximize instructional time. Use the readings to guide your reflection on your own teaching practice.  **Reflect** on a relevant issue related to the topic of lesson planning and design that is important to you.  **Post** your reflection to the Planning Instructional Time discussion forum by Wednesday.  **Consider** using the following questions to guide your reflection:   * How do you plan to maximize your instructional time? * How will you monitor students’ progress during lessons to ensure students are learning the material? * How will you design lessons to engage learners? * How will you ensure all your students are learning?   **Rename** the title of your response as the grade level and content area you teach.  **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, respond to posts that have not yet received feedback from a classmate. | |

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| **Discussion: Hooks** | 5.2 |
| Hooks are those activities that get students excited to learn the material. They are memorable touchstones that can frame the rest of the unit. They help make the content meaningful, relevant and interesting. They can be short demos, fieldwork, videos, real world applications, mysteries, etc. I think it helps to have a ‘hook’ at the beginning of a unit of study since it is a great way to get students excited about learning new material or skills.  **Respond** to the following prompts in the Hooks discussion forum by Friday:   * Describe the unit of study you will be teaching * Explain what your “hook” will be and how it will engage students * Embed a link to a related resource if possible and relevant   **Rename** the title of your response as the grade, content area, and ‘hook’ idea.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

## Course: 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)

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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 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**

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

**Learning Objectives**

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

|  |  |
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| **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. | |

|  |  |
| --- | --- |
| **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   + 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

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

**Week 6: Middle Childhood Part II**

**Learning Objectives**

|  |  |
| --- | --- |
| * 1. Select appropriate inclusion strategies. | CLO2, CLO4 |
| * 1. Apply theories of development in the stage of Middle Childhood. | CLO2 |

**Activities and Resources**

|  |  |
| --- | --- |
| **Readings and Resources** |  |
| ***Textbook: The Developing Person Through Childhood and Adolescence, 10th edition***   * Ch.13: Middle Childhood: Psychosocial Development | |
| ***Journal Article: Sugar and Spice and Math Achievement***   * **Read** *Sugar and Spice and Math Achievement* located at: <https://ed.stanford.edu/news/sugar-and-spice-and%E2%80%A6-math-under-achievement-why-classrooms-not-girls-need-fixing> and <http://mathedseminar.pbworks.com/w/file/fetch/91852809/Jo%20Boaler%20-%20Paying%20the%20price%20for%20sugar%20and%20spice.pdf> | |
| ***Video Resources***   * **Watch** *You’re Not Bad at Math—You’re Just Lazy* located at: <https://www.youtube.com/watch?v=tg0Z--pmPog> | |

Assignments

|  |  |
| --- | --- |
| **Discussion: Inclusion Strategies** | 6.1 |
| It is time for Grade 4 parent/teacher conferences. Sarah, a student in your class, has a diagnosed auditory processing disability that is affecting her vocabulary development. Describe three strategies you will incorporate into your classroom and share with her parents to support Sarah’s vocabulary growth. Identify the educational theory that supports each strategy.  **Post** your initial response to the *Inclusion Strategies* discussion forum by Wednesday, Day 3 of Week 6.  **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 6. | |

## Course: Technology in the Curriculum

### Course Learning Outcomes

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| --- |
| **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

**Week 4: Anchored Instruction, Situated Cognition, & Goal-Based Scenarios (Module Four)**

**Learning Objectives**

|  |  |
| --- | --- |
| * 1. Analyze situated cognition, anchored instruction, and goal-based scenario design models. | CLO2 |
| * 1. Determine how to effectively apply situated cognition, anchored instruction, and goal-based scenario design models. | CLO1, CLO3 |

**Activities and Resources**

|  |  |
| --- | --- |
| **Readings** | 4.1, 4.2 |
| ***Online Resources***   * Crews, T., Biswas, G., Bransford, J., Goldman, S., Nathan, M., & Varma, S. (n.d.). [*Adventure Player: Macro context Plus Micro worlds*](http://www.vuse.vanderbilt.edu/~biswas/Research/ile/papers/postscript/aied95.pdf). Dept. of Computer Science & Learning Technology Center: Vanderbilt University, Nashville, Tennessee. * Brown, J.S., Collins, A., & Duguid, P. (1989). [Situated Cognition and the Culture of Learning](https://www.ideals.illinois.edu/bitstream/handle/2142/17979/ctrstreadtechrepv01989i00481_opt.pdf?sequence=1). Center for the Study of Learning, University of Illinois at Urbana-Champaign. * [Designing a Goal-Based Scenario](http://www.engines4ed.org/hyperbook/nodes/NODE-233-pg.html) from Engines for Education * Schank, Roger, C (1992). [Goal-Based Scenarios](http://cogprints.org/624/1/V11ANSEK.html) | |
| ***Alliant Library***  The Cognition and Technology Group at Vanderbilt. (1990). [Anchored Instruction and Relationship to Situated Cognition](http://0-edr.sagepub.com.library.alliant.edu/content/19/6/2.full.pdf)*. Educational Researcher*, 19(6), 2-10. | |

Assignments

|  |  |
| --- | --- |
| **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’. | |

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| **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 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. |

### Seminar Structure

Planning, Teaching, Analysis, Self-Assessment Segments

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

### Textbook and General Resources

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

ISBN: 978-0134019642

**Online Resources**

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

### Example Assignments

**Assignments – Week 2**

|  |  |
| --- | --- |
| **Teach Like A Champion 2.0, Part 3: Ratio**  **Introduction and Chapter 8: Building Ratio Through Writing**  **Reading Guide: Teach Like A Champion 2.0, Part 3, Chapter 8 Reading Guide** | **CLO1:** Describe instructional strategies that maximize the involvement and provide support to all students. |
| 1. Download the “Teach Like A Champion 2.0, Part 3, Chapter 8 Reading Guide” 2. Complete the reading guide during/after you read the assigned chapters. 3. Submit via Canvas Dropbox by the deadline. | |

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| **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. | |

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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. | |

Weeks 4-5: Teaching Segment

Learning Objectives

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| --- | --- |
| 1. Objective: Teachers will be able to at least three differentiation strategies and how they meet the needs of specific populations. | **CLO1:** Describe instructional strategies that maximize the involvement and provide support to all students. |
| 1. Objective: Teachers will be able to choose 2 focus students with specific learning or language needs and collect information from their school site to gain more information about the student. | **CLO2:** Differentiate a lesson to specifically meet the needs of students with specific learning and language needs. |
| 1. Objective: Teachers will be able to differentiate a lesson to meet the needs of diverse learners and explain how it meets their specific needs. | **CLO2:** Differentiate a lesson to specifically meet the needs of students with specific learning and language needs. |

Assignments – Week 4

|  |  |
| --- | --- |
| **Discussion Post #5: Differentiation Resources** | **CLO1:** Describe instructional strategies that maximize the involvement and provide support to all students. |
| There are many, many resources for how to meet the needs of diverse learners. The goal of this discussion is to share resources and broaden our repertoire of strategies that work with different special populations.   1. Look through the resources provided below or find one that meets a need you have.  * Larry Ferlazzo Blog: A collection of many different websites that provide differentiation strategies. Pick one of the links to explore. LINK: <http://larryferlazzo.edublogs.org/2012/01/09/the-best-resources-on-differentiating-instruction/> * Teaching Channel video collection on differentiation: A collection of videos demonstrating differentiation in a variety of setting. Pick one of the videos to watch. LINK: <https://www.teachingchannel.org/videos?page=1&categories=topics_differentiation&load=1>  1. Title your discussion post as “Resource Name” 2. In your post,  * Summarize the resource/strategy * Describe what student population is serves and how it meets their needs. * Discuss how this would or wouldn’t work with your student population. * Be sure to embed a working hyperlink to the resource you found so others can readily access it.  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. | |

|  |  |
| --- | --- |
| **Differentiation Assignment Guidelines** | **CLO2:** Differentiate a lesson to specifically meet the needs of students with specific learning and language needs. |
| **Overview** Teachers are expected to know their students well and design lessons to meet the needs of different learners. This assignment has you describe a specific lesson and identify specific ways in which you can differentiate your lesson to meet the needs of your two focus students.  **Components** Use the template provided (a modified version of the CSOE Lesson Template that emphasized needs of focus students.)   * **Context:** Provide grade level, content area, length and context of the lesson. Explain how the lesson fits into the overall scope of the unit. * **Lesson Plan Summary:** Describe the student and teacher actions occurring for each portion of the lesson (Opening, Introduction to New Material, Guided Practice, Independent Practice, Closing and Homework). Provide timing details that estimate time allocated within each portion. * **Differentiation – EL:** For each portion of the lesson, think about what strategies are being integrated into the lesson that would support your EL focus student. The questions provided should guide your thinking, but do not need to be answered in each lesson portion. * **Differentiation – SN:** For each portion of the lesson, think about what strategies are being integrated into the lesson that would support your special needs focus student (i.e. the student that has a specific learning challenge). The questions provided should guide your thinking, but do not need to be answered in each lesson portion.   **Implementation.** Teach the lesson and collect student work (*e.g.* written assignment, videos of students doing an activity, photos of projects, etc.) that show students demonstrating knowledge to share with peers in upcoming weeks.  **Submission:** By the end of Week 5, you should upload your Differentiation Assignment to the Canvas Dropbox link. You will need to post your Differentiation Artifact to your Peer Group Discussion by the end of Week 6. | |

## Course: Secondary Education Methods

### Course Learning Outcomes

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

### Course Structure

**Course Overview**

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

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

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

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

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

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

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

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

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

### Textbook and Resources

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

ISBN: 9780132101523

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

Subject Specific Required Materials by section:

Art:

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

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

English Language Arts:

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

Mathematics:

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

Music:

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

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

Physical Education:

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

Science:

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

Social Science:

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

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

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

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

World Languages:

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

### Example Assignments

**Week 6: Learning by Doing**

**Learning Objectives**

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

**Activities and Resources**

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

**Assignments**

|  |  |
| --- | --- |
| **Discussion: Unique Differences** | 2.1, 2.2 |
| **Review this description of “personalized learning,” a component in Blended Instruction.** <http://k12education.gatesfoundation.org/topicResource/personalized-learning/>  **Study the many examples of personalized learning, which is the key component of instruction at High Tech High.**  <https://gse.hightechhigh.org/unboxed/issue1/cards/pdfs/High_Tech_High_Design_Principles.pdf>  **Now consider the following statement from our text, “…**all students have the ability to learn if the educational experience takes into account the unique differences of all students.” (p. 53)  **Respond** to the following prompts:   * What are two examples of topics in your subject that are conducive to personalized learning? Where in the curriculum could you put the student in charge of activities customized to his interests? * The teachers at High Tech High design ALL their own courses from scratch. No textbooks. All projects. How would that philosophy influence your teaching? How would it influence your students?   **Post** your initial response to the discussion forum by Wednesday, Day 3 of Week 2.  **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 2. | |

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| **Discussion: Constructivist Teaching Strategy** | 5.1 |
| **Review** the examples of Constructivist teaching strategies from your reading this week.  **Respond** to the following prompts in the Constructivist Teaching Strategy by Wednesday:   * Describe one key theme in your subject area. * How will you use a constructivist strategy to structure your students’ exploration of that theme?   **Reference** Edutopia and the Teaching in the Secondary School text to support or contrast your position.  **Reply** to one classmate’s post applying the RISE Model for Meaningful Feedback by Sunday.  **Respond** to a post that has not yet received feedback from a classmate. | |

**Learning Objectives**

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| --- | --- |
| Analyze procedures that enhance reading development in content classrooms. | CLO2 |

**Activities and Resources**

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| --- | --- |
| **Readings** | 8.1 |
| ***Teaching in the Secondary School***  Ch. 12: Reading Across the Curriculum | |
| ***Alliant Library***  Fleming, D. M., Unrau, N. J., Cooks, J., Davis, J., Farnan, N., & Grisham, D. L. (2007). A California State University Initiative to Improve Adolescent Reading in All Content Areas. *Teacher Education Quarterly*, 34(3), 5-17. Located at: <http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=28513187&site=ehost-live&scope=site> | |
| ***Web Resources***   * Content Area Literacy located at: <http://score.rims.k12.ca.us/score_lessons/content_area_literacy/> * Azevedo, H.R. (2009). *A Handbook of Content Area Reading Strategies*. California State University, Chico, Aliant library * Billmeyer, R., & Barton, M.L. (1998). Sample Chapter: *Teaching reading in the content areas: If not me, then who?* (2nd ed.). Alexandria, VA: ASCD located at: http://www.ascd.org/ascd/pdf/books/billmeyer1998\_sample\_chapters.pdf * Barton, M.L., & Jordon, D.L. (2001). Teaching reading in science: A supplement to teaching reading in the content areas: If not me, then who?. Alexandria, VA: ASCD located at: <http://www.ascd.org/ASCD/pdf/books/barton2001_sample_chapters.pdf> | |

**Assignments**

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| --- | --- |
| **Discussion: Reading Instruction** | 8.1 |
| **Respond** to the following prompt in the Reading Instruction discussion forum by Wednesday: Describe a strategy you will use on a daily basis to incorporate reading instruction into your subject area instruction.  **Reference** the *Teaching in the Secondary School* text or resources to support or contrast your position.  **Post** your initial response to the discussion forum by Wednesday, Day 3 of Week 8.  **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 8. | |

*Course project assignment for this course:*

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| **Preparation: Course Project–Unit of Instruction** | CLO1, CLO2, CLO3, CL04 |
| For this course you will develop a unit of instruction in your subject area. The unit of instruction will be publication-quality; robust, complete, and contain all references and resources for implementation by any teacher in that subject area.  **Include** the following elements in your Unit of Instruction:   * Cover at least two weeks of instruction on a specific topic * Align with Arizona and professional standards * Conform to the principles of blended learning (using both classroom and digital resources to support personalized learning) * Contain both detailed lesson plans and a website that complements the instructional topic. * Demonstrate pedagogical methods unique to the subject area, authentic instruction, and authentic assessment * Reflect the suggestions of an expert reviewer as well as peer and instructor critique   **Review** the following components with complete instructions listed in the week the component is due:   * Component 1: Proposal *(Week 2)* * Component 2: Standards Alignment *(Week 3)* * Component 3: Subject Area Observation *(Week 4)* * Component 4: Resources and Pedagogy *(Week 5)* * Component 5: Course Project Draft *(Week 6)* * Component 6: Peer Critique *(Week 7)* * Component 7: Expert Critique *(Week 7)* * Component 8: Final Draft *(Week 8)* * Component 9: Reflection & Anticipation *(Week 8)* | |
| **Course Project–Component 1: Proposal** | 2.1 | |
| **Write** a proposal for a Unit Plan of instruction that spans about two weeks, and includes about ten hour-long lessons. If your school is non-traditional, adjust the number of days and lessons to your school’s schedule so the Unit Plan is immediately useful for you.   * What topic do you intend to teach? * What level and age are your students? * Why are you focusing on this topic at this level? * What is the unit objective? What is the goal of instruction for the next couple weeks? * What lesson plan format will you use to detail each lesson in the unit? * What lesson topics might you include in this unit? * How might you integrate digital resources? Websites, Prezis, videos, cameras, etc. * How might you personalize instruction to student needs and interests? * Identify an expert reviewer in your subject area whom you will observe, and an expert who will critique a draft of your unit plan. The same expert may provide the observation and critique, or they can be different people. Provide the expert’s contact information and a possible time when you will conduct the observation. * Identify an online professional website where you will post your unit plan to share with other teachers in your subject area. Possible websites are listed in the Web Resources for Week 3.   **Submit** your proposal by Sunday, Day 7 of Week 2 by clicking on the assignment in Canvas and uploading your document. | | |

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| **Course Project–Component 2: Standards Alignment** | 3.1, 3.2, 3.3 | |
| **Outline** your Unit Plan to include lesson titles. Utilize a chart, table, or some type of graphic organizer to demonstrate how your unit plan as a whole, and each proposed lesson within your plan, aligns with the following:   * Arizona content standards * Professional organization standards in your area * Best practice recommendations in your subject area * Illustrate how you will integrate authentic instruction or authentic assessment throughout the unit plan   **Submit** your assignment by Sunday, Day 7 of Week 3 by clicking on the assignment in Canvas and uploading your document. | | |
| **Course Project–Component 3: Subject Area Observation** | 4.1 | |
| **Observe** an expert teacher in your subject area for at least one instructional period. Any instructional time in which the teacher is engaged with students is acceptable.  **Evaluate** the instruction you observe according to the Unit Plan Rubric to structure your observation and support your own learning. Make notes of ways you could add standards, pedagogy, etc. to the lesson.  **Note**. Do not share the evaluation with your expert teacher. You may not know anything about the teacher’s objectives, class, instructional methods, or previous experience with this topic. You are not responsible for evaluating the teacher in any way. Just look for standards, pedagogy, authentic instruction, blended learning, etc. that is evident in your brief observation.  **Submit** your assignment by Sunday, Day 7 of Week 4 by clicking on the assignment in Canvas and uploading your document. | | |
| **Course Project–Component 4: Resources and Pedagogy** | 5.1, 5.2 | |
| **Draft** the sequence of activities, resources and pedagogical methods across the 2-week unit.  **Include** the following:   * Classroom resources, community resources, digital resources and any other people or experience that will be integrated in your unit plan. * Pedagogical methods you will use in the unit plan, emphasizing methods specifically appropriate to your subject area and topic. * Experts, peer-collaboration, experiments, dramatic presentations, interviews, dissections, athletic competition, or any other method you will use to support teaching or learning. * How your students will create knowledge, not just consume knowledge.   **Submit** your draft by Sunday, Day 7 of Week 5 by clicking on the assignment in Canvas and uploading your document. | | |
| **Course Project–Component 6: Peer Critique** | CLO3 | |
| **Post** a copy of your Project Plan to this discussion.  **Critique** at least one of your classmate’s projects using the Course Project Rubric.  **Post** a copy of your completed rubric to the discussion forum by Sunday, Day 7 of Week 7. Be sure to list your classmate’s name prominently in the post, so your peer and I can review it. This week I will score the quality of your critique, not your Unit Plan.  *Note: A copy of the Course Project Rubric is located on the course webpage or at the end of this document.* | |
| **Course Project–Component 7: Expert Critique** | CLO3 |
| **Complete** the following requirements for Component 7 of your Course Project:   * **Select** a subject area expert. * **Send** a draft of your Course Project and a copy of the Course Project Rubric to your selected subject area expert reviewer. The Rubric can guide the review, but please ask your expert to make substantive suggestions. * **Make** it easy for your expert to reply. Use email, let them write on your plan, call the expert and take notes on his comments…I will accept any form of critique.   **Submit** a copy of the Expert Reviewer’s completed rubric and suggestions by Sunday, Day 7 of Week 7 by clicking on the assignment in Canvas and uploading your document.  **Revise** your project to the critiques.  *Note: A copy of the Course Project Rubric is located on the course webpage or at the end of this document.* | |
| **Course Project–Component 8: Final Draft** | CLO3 | |
| **Revise** your unit plan to the critiques received in Week 7, as appropriate.  **Write** a brief introduction to your unit plan.  **Publish** your unit plan to an education website.  Submit the introduction, including the link to the website where you published your unit plan.  **Submit** your assignment by Sunday, Day 7 of Week 8 by clicking on the assignment in Canvas and uploading your document. | | |
| **Course Project–Component 9: Reflection & Anticipation** | CLO3 | |
| **Write** a 600-to 800-word reflection on the process of developing your unit plan.  **Address** the following prompts:   * What was the most challenging aspect of designing the unit plan? * Were the peer and expert critiques helpful? Explain your response. * How will you continue to develop the unit as you gain experience with students? * How do you feel about the project as a whole? Was it worthwhile? Did you enjoy it? * Is there anything you would add or subtract from the Course Project to make this assignment better?   **Submit** your assignment by Sunday, Day 7 of Week 8 by clicking on the assignment in Canvas and uploading your document. | | |

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

## Supporting Grading and Goal Setting (Seminar)

### Course Learning Outcomes

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

### Course Structure

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

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

## Course: Curriculum and Instruction (Seminar)

### Course Learning Outcomes

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

### Seminar Structure

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Weeks 1–3: Planning Segment** | |  |  |  |
|  | Assignment: Week 1 Reading Guide | End of Week 1 | Planning Segment | 3 |
|  | Discussion: Introduction to State and inTASC Standards | End of Week 1 | Planning Segment | 7 |
|  | Assignment: Week 2 Reading Guide | End of Week 2 | Planning Segment | 3 |
|  | Discussion: Exploration in the State and inTASC Standards | End of Week 2 | Planning Segment | 7 |
|  | Assignment: Week 3 Reading Guide | End of Week 3 | Planning Segment | 3 |
|  | Discussion: Disciplinary Literacy | End of Week 3 | Planning Segment | 7 |
| **Weeks 4–5: Teaching Segment** | |  |  |  |
|  | Discussion: Tools & Resources | End of Week 4 | Teaching Segment | 7 |
|  | Assignment: eJournal #1–Lesson Alignment to State Standards | End of Week 4 | Teaching Segment | 3 |
|  | Assignment: Classroom Snapshot | End of Week 5 | Teaching Segment | 17 |
|  | Assignment: eJournal #2–Classroom Snapshot Reflection | End of Week 5 | Teaching Segment | 3 |
| **Weeks 6–7: Analysis Segment** | |  |  |  |
|  | Discussion: Myths & Rigor | End of Week 6 | Analysis Segment | 7 |
|  | Discussion: Classroom Snapshot Share-Out | End of Week 7 | Analysis Segment | 17 |
|  | Assignment: eJournal#3–Takeaways from Classroom Snapshot Assignment | End of Week 7 | Analysis Segment | 3 |
|  | Assignment: eJournal#4– Self-Assessment of State and inTASC Standards Knowledge and Use | End of Week 7 | Analysis Segment | 3 |
| **Week 8: Reflection Segment** | |  |  |  |
|  | Discussion: Literacy & Social Justice | End of Week 8 | Refection Segment | 7 |
|  | Assignment: eJournal #5–Perspective Shifts | End of Week 8 | Refection Segment | 3 |
| **Total Points** | |  |  | **100** |

### Textbook

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ISBN: 978-1-118-90185-4

### Example Assignments

|  |  |
| --- | --- |
| **Discussion: Tools & Resources** | 2.1 |
| As we are asking teachers to integrate more literacy skills into various content areas, it is important to provide you with some concrete tools to help you do so. The goal of this discussion is to have you research some ideas, and share resources to broaden your repertoire of strategies that scaffold reading and writing assignments.  **Explore** the resources provided below or find one that meets a need you have:  Excellence in Literacy Instruction: [Tips and tools](http://www.lindahoyt.com/tips.html) by Linda Hoyt, author of Revisit, Revise, Retell: Time-Tested Strategies for Teaching Reading Comprehension, provides many of the strategies from her book online. She summarizes the strategies and provides examples of worksheets that could be used to help students of different grade levels with reading comprehension.   * [Excellence in Education](http://www.barbarablackburnonline.com/free-resources/downloads-for-books/rigor-is-not-a-four-letter-word/) from Blackburn Consulting Group, Inc. Elizabeth Blackburn, Ph.D., author of Rigor is Not a Four Letter Word, provides many templates for different content areas to aid in reading and writing across various content areas. * [Narrowing the Language Gap: The Case for Explicit Vocabulary Instruction](http://teacher.scholastic.com/products/authors/pdfs/Narrowing_the_Gap.pdf) by Kevin Feldman and Kate Kinsella from Scholastic Professional Paper. This article explains the importance of explicit academic vocabulary instruction with some strategies on how to implement them. * [Dr. Kate Kinsella - Part I - Explicit Accountable Vocabulary Instruction](https://vimeo.com/59314153) video [13:42] on Vimeo. Kate Kinsella, Ed.D., is an expert on academic vocabulary. This video shows Dr. Kinsella demonstrating some of the strategies from the article in a clip from one of her seminars.   **Respond** to the following prompts in the Tools & Resources discussion forum by Wednesday of Week 4:  Summarize the resource or strategy.   * Describe how it embeds literacy skills into a content area. * How would or wouldn’t this work with your student population? * Embed a working hyperlink to the resource you found so others can readily access it.   **Rename** the title of your response as “Resource or Strategy Name – Your Name”.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

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| **Discussion: Classroom Snapshot Share-Out** | 3.2 |
| This is an opportunity to get peer feedback and suggestions on your classroom instruction. You should have taught a lesson and videotaped yourself teaching the lesson.  **Respond** to the following prompts in the Classroom Snapshot Share-Out discussion forum by *Friday of Week 6*:  **Post** the summary and link you submitted for the Classroom Snapshot assignment from the Week 4–5: Teaching Segment module:   * Identify at least three areas that you would like others to focus their attention on to provide you with targeted feedback in your post. * Rename the title of your response as “Content Area/Grade Level – Your Name”.   This is an opportunity to offer support and ideas to your peers about their instruction, and for you to expand your repertoire of ideas on how to implement different instructional strategies.  **Reply** to *three* classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by *Sunday of Week 7*. If possible, respond to posts that have not yet received feedback from a classmate:   * Review the context of your peer’s lesson, review which areas they would like to get feedback on, watch the teaching segment. * Provide meaningful feedback on their video within one or more of the focus areas they selected in the form of questions, connections, suggestions, resources, etc. | |

## Course: Applied Linguistics Seminar: Content Area Reading

### Course Learning Outcomes

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

### Course Structure

**Course Overview**

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

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

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

[Week 4: Vocabulary 22](#_Toc455151811)

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

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

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

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

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

### Textbook and Resources

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

ISBN: 9780133520668

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

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

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

Current research on Discipline Practices

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

### Example Assignments

|  |  |
| --- | --- |
| **Course Project: WebQuest** | CLO1, CLO2, CLO3, CLO4, CLO5, CLO6 |
| A well-designed WebQuest will develop a learners critical thinking skills by focusing on using information rather than looking for information. You will be working to create a WebQuest for your content area. Try and design something that you can actually use in your class.  **View** the WebQuest PowerPoint presentation.  **Design** a WebQuest for your content area that includes literacy development strategies learned in the course. This could be a Social Science, Art, or other subject area WebQuest that supports literacy development.  **Utilize** [Zunal](http://zunal.com/), [QuestGarden](http://questgarden.com/) , [Google Sites](https://www.sites.google.com/?pli=1), or a program of your choice to develop your WebQuest.  **Consider** the following elements in the design of your WebQuest:   * Visual appeal * Navigation and flow * Leveling of tasks to move students to higher cognitive skills * Standards alignment * Clarity of process * Relevance and quality of resources * Evaluation criteria   **Submit** a link to your WebQuest by Friday. | |

|  |  |
| --- | --- |
| **Assignment: Field Work** | CLO1, CLO2, CLO5, CLO6 |
| **Teach** 4 lessons using techniques taken from the *Content Area Reading* text, or strategies learned in class. The lessons may be cross-curricular, and must address each of the four areas listed below in your content area:   * Vocabulary Development * Comprehension Skills * Study Skill or Strategy * Formal or Informal Writing   **Write** a 250-to 300-word report analysis of your own teaching practice in relation to literacy development. Include the following:   * A brief description of your lesson * Your students’ reactions to it * An analysis of strengths and areas for improvement   **Format** each report with the following section headers:   * Content Area * Description of Strategy Used * Student Reactions * Strength and Growth Areas   **Note**. For those currently teaching, your analysis will include the two lessons you competed in Week 5.  **Submit** your Field Work analysis as one Word document by Sunday. | |