# Course Details and Selected Assignments: Standard 9: Professional Learning and Ethical Practice

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

### Course Learning Outcomes

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

### Course Structure

**Course Overview**

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

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

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

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

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

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

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

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

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

### Textbooks

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

ISBN: 978-0325013138

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

ISBN: 978-0965026321

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

ISBN: 978-0976423317

### 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. | |

|  |  |
| --- | --- |
| **Assignment: Maintaining Balance Reflection** | 7.1, 7.2 |
| Reflection is a key part of developing yourself as an educator. We have spent most of the course developing the necessary skills to get started in your classroom, but it is also important to think about yourself and how you will prepare yourself for the upcoming school year.  The first year of teaching can be grueling. In addition to a full-time teaching job, you will be enrolled in classes to complete your teaching certificate.  **Write** a 1-to 2-paragraph reflection thinking about how you will stay healthy and sane for the duration of the year. Consider the following prompts to guide your reflection:   * How will you maintain a work, school, and life balance? * What energizes you? How will you incorporate those things into your life? * How do you handle stress? How do you alleviate stress? * Are you a procrastinator? What systems or strategies will you use to meet deadlines?   **Submit** your Maintaining Balance Reflection as a Word document to the assignment forum by Thursday. | |

|  |  |
| --- | --- |
| **Assignment: Support Networks Reflection** |  |
| Teaching can be an isolating experience, but there are people who are there to help for the asking.  **Write** a 1-to 2-paragraph reflection thinking about who your support network is and how you will utilize them. Consider the following prompts to guide your reflection:   * Who are resources on campus to help you navigate logistics? Get supplies? Handle paperwork? Etc… * Who could you seek advice from regarding curriculum or planning? * Who could you ask about student-related issues? Do you know which teachers share your students? * Who do you have outside of school to provide emotional support?   **Submit** your Support Networks Reflection 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: 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

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

|  |  |
| --- | --- |
| **Assignment: The Trouble with Black Boys** | 6.1 |
| **Write** a brief response to the following:   * What are your beliefs about boys in the classroom? * Does it differ in what your beliefs about African American boys are? * How do you think about them as students? Behaviorally? * What does Noguera say about their placement in special education classes? * How does the climate you create foster African American boys’ success or failure? * How does the pedagogy you choose foster African American boys’ success or failure? * How do the choices you make connect with what Noguera states about the educational experience African American boys receive?   **Submit** your response 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: EL/SDAIE Lesson Plan Analysis |  | Lesson Plan | 10 |
| **Week 4** | |  |  |  |
|  | Discussion: Developing Oral Language Skills |  | Discussion | 5 |
|  | Discussion: Oral Language Strategies |  | Discussion | 5 |
|  | Assignment: Oral Language Development Strategies |  | Lesson Plan | 15 |
| **Week 5** | |  |  |  |
|  | Discussion: Promoting Early Literacy |  | Discussion | 5 |
|  | Discussion: Vocabulary Development |  | Discussion | 5 |
|  | Assignment: Literacy and Writing Development Strategies |  | Lesson Plan | 15 |
| **Week 6** | |  |  |  |
|  | Discussion: Content Standards & English Learners |  | Discussion | 5 |
|  | Discussion: Writing Process |  | Discussion | 5 |
|  | Assignment: SDAIE Lesson Plan |  | SDAIE Lesson Plan | 15 |
| **Week 7** | |  |  |  |
|  | Discussion: Authentic Assessment |  | Discussion | 5 |
|  | Discussion: Rubrics for Authentic Assessments |  | Discussion | 5 |
|  | Assignment: Authentic Assessment with Scoring Rubric |  | SDAIE Lesson Plan | 15 |
| **Week 8** | |  |  |  |
|  | Discussion: Understanding by Design |  | Discussion | 5 |
|  | Assignment: Standards-Based SDAIE Curriculum Unit |  | Project | 45 |
| **Total Points** | |  |  | **200** |

### Textbook

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

ISBN: 978-0132892971

### Example Assignments

**Week 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 5: Advocacy**

**Learning Objectives**

|  |  |
| --- | --- |
| * 1. Conduct research related to childhood disabilities. | CLO2, CLO3 |
| * 1. Demonstrate student advocacy. | CLO4 |

**Activities and Resources**

|  |  |
| --- | --- |
| **Readings and Resources** |  |
| ***Journal Article***   * Read *Fighting the Good Fight: How to Advocate for Your Students without Losing Your Job* located at: <http://www.ldonline.org/article/22720/> | |

**Assignments**

|  |  |
| --- | --- |
| **Discussion: Disabilities** | 5.1 |
| **Prepare** a response in which you address the following:   * Select a childhood disability or disease and locate several Web sources devoted to that condition. Identify one that is appropriate for use by the children themselves. * Describe your selected site, the age of the students who could benefit from the site, and how you would introduce this resource to the student. You may consider any disability or disease, and students of any age, 0 to 18.   **Post** your initial response to the *Disabilities* discussion forum by Wednesday, Day 3 of Week 5.  **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 5. | |
|  |  |
| **Assignment: Week Five Challenge for a Professional Teacher** | 5.2 |
| **Scenario**: Maria is a sixteen year old high school student who walks with a limp due to a congenital anomaly. You are concerned that the other students are teasing her, so you determine to talk to your class on a day when Maria is not present.  **Write** a brief response to the following prompt:   * What will you say or do? * Which theory or theories inform your strategy?   **Post** your response the *Week 5 Challenge for Professional Teacher* discussion forum by Sunday, Day 7 of Week 5.  *\*Note: You will not be able to see the posts of your classmates until you post your initial response.* | |

## Course: Technology in the Curriculum

### Course Learning Outcomes

|  |
| --- |
| **CLO** |
| **CLO1:** Apply theories of instructional design and technology to educational lessons and resources. |
| **CLO2:** Critique theories in instructional design and technology in education. |
| **CLO3:** Evaluate applications of instructional design theory and technology in education. |

### Course Structure

**Course Overview**

[Week 1: Blended Learning & Flipped Classrooms (Module One) 13](#_Toc448760810)

[Week 2: Technology & Education Policy (Module Two) 16](#_Toc448760811)

[Week 3: Media Literacy, Learning Theories, Multimedia, & Instructional Design (Module Three) 20](#_Toc448760812)

[Week 4: Anchored Instruction, Situated Cognition, & Goal-Based Scenarios (Module Four) 23](#_Toc448760813)

[Week 5: Teaching and Learning by Design & Problem and Case Based Learning (Module Five) 26](#_Toc448760814)

[Week 6: Games, Simulation, Microworlds, & Programming in Learning (Module Six) 29](#_Toc448760815)

[Week 7: Communities of Practice, Learning Communities, & Data Analysis (Module Seven) 31](#_Toc448760816)

[Week 8: Evaluation (Module Eight) 34](#_Toc448760817)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Introductions |  | Discussion | 4 |
|  | Course Project: Educational Technology |  | Discussion | 4 |
|  | Blended Learning Lesson Plan |  | Lesson Plan | 5 |
| **Week 2** | |  |  |  |
|  | Policy Initiatives for Technology in the Curriculum |  | Discussion | 4 |
|  | Technology in the Classroom |  | Lesson Plan | 5 |
|  | Project Idea |  | Course Project | 2 |
| **Week 3** | |  |  |  |
|  | Course Project and Media |  | Discussion | 4 |
|  | Media Literacy Lesson |  | Lesson Plan | 5 |
| **Week 4** | |  |  |  |
|  | Course Project and Varied Lessons |  | Discussion | 4 |
|  | Varied Lesson Plan |  | Lesson Plan | 5 |
| **Week 5** | |  |  |  |
|  | Course Project and Learning by Design |  | Discussion | 4 |
|  | Learning by Design Lesson Plan |  | Lesson Plan | 5 |
|  | Course Project: Contact Page |  | Course Project | 4 |
| **Week 6** | |  |  |  |
|  | Gaming, Simulation, Microworlds, & Programming |  | Discussion | 4 |
|  | Course Project and Gaming, Simulation, Microworlds, & Programming |  | Discussion | 4 |
| **Week 7** | |  |  |  |
|  | Virtual Learning Communities |  | Discussion | 4 |
|  | Course Project and Collaboration |  | Discussion | 4 |
|  | Adapted Lesson Plan |  | Lesson Plan | 5 |
| **Week 8** | |  |  |  |
|  | Assess Learning |  | Discussion | 4 |
|  | Course Project: Educational Technology |  | Course Project | 10 |
|  | Presentation Evaluations |  | Course Project | 10 |
| **Total Points** | |  |  | **100** |

### Resources

Journals articles are provided in the Canvas LMS for this course as described in the readings for the assignments

### Example Assignments

Outcomes

|  |  |
| --- | --- |
| * 1. Determine the implications of policy initiatives and standards in technology on education. | CLO1, CLO3 |

Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 2.1 |
| ***Online Resources***   * [ISTE Launches Project ReimagineED, New Social Learning Community for K-12 Teachers, Technology Coaches](http://www.iste.org/about/media-relations/news-details/2014/11/12/iste-launches-project-reimagined-new-social-learning-community-for-k-12-teachers-technology-coaches) * [ISTE Standards](http://www.iste.org/standards) * Herold, B. “[Technology in Education: An Overview](https://www.edweek.org/ew/issues/technology-in-education/index.html).” Education Week. (2016) * Perrott, Eric. "[Copyright in the Classroom: Why Comprehensive Copyright Education Is Necessary in United States K-12 Education Curriculum](http://digitalcommons.wcl.american.edu/cgi/viewcontent.cgi?article=1058&context=ipbrief)." Intellectual Property Brief 2, no. 3 (2011): 5-18. * Worthen, M., & Patrick, S. (2014). [The iNACOL State Policy Frameworks: 5 Critical Issues to Transform K-12 Education](http://www.inacol.org/wp-content/uploads/2015/03/iNACOL-State-Policy-Frameworks-5-Critical-Issues-to-Transform-K12-Education-Nov2014.pdf). iNACOL, The International Association for K-12 Online Learning. * [Embrace Civility in the Digital Age](http://www.embracecivility.org/) * [Digital Citizenship: Using Technology Appropriately](http://www.digitalcitizenship.net/) * [AACE](http://www.aace.org/) * [ConnectEd Initiative](https://obamawhitehouse.archives.gov/sites/default/files/docs/fact-sheet_connected_realizing-the-promise-of-digital-learning.pdf)   **Read** the following webpages from the U.S. Department of Education:   * [Science, Technology, Engineering and Math: Education for Global Leadership](http://www.ed.gov/stem) * [Technology and Education Reform](http://www2.ed.gov/pubs/EdReformStudies/EdTech/index.html) * Office of Educational Technology: [National Education Technology Plan](http://tech.ed.gov/netp/) * [Technology in Education: Privacy and Progress](http://www.ed.gov/news/speeches/technology-education-privacy-and-progress) * Privacy Technical Assistance Center: [Protecting Student Privacy While Using Online Educational Services: Requirements and Best Practices](http://ptac.ed.gov/sites/default/files/Student%20Privacy%20and%20Online%20Educational%20Services%20(February%202014).pdf) * [Accessibility Enhancement Initiative](http://www2.ed.gov/web-guidance/accessibility/key-concepts.doc) | |
| ***Alliant Library***  **Request** an interlibrary loan for the following article:  Lakhan, S., & Khurana, M. (2008). [Intellectual property, copyright, and fair use in education](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=43153292&site=ehost-live&scope=site). *Academic Leadership* (15337812), 6(4), 1.   * Click on **Full Text Finder** from the menu on the left * Click on **Can’t find it? Click here to request it for free through ArticleReach/Interlibrary Loan** * Type in your Name and Student ID in the spaces provided * Request the article   **Note**. It may take a few days to receive a copy of the article. | |

Assignments

|  |  |
| --- | --- |
| **Policy Initiatives for Technology in the Curriculum** | 2.1 |
| **Respond** to the following prompts in the Policy Initiatives for Technology in the Curriculum forum by Wednesday:   * What are the implications of the example policy initiatives and standards, from the readings, on the classroom? On your lesson plan design from Week One? What are the general implications? * How would you modify your lesson plan design for Intellectual Property, Safety, Privacy, Access, Accessibility, and Digital Citizenship issues? * Propose your own policy initiative for Technology in the Classroom.   **Reply** to three of your classmates’ posts by Sunday.  **Note**. Reference your readings in your initial response and your replies to classmates’. | |

|  |  |
| --- | --- |
| **Course Project: Educational Technology** | CLO1, CLO2, CLO3 |
| **Imagine** the school district has issued a directive to incorporate more technology in the day to day activities of the school. For teachers this could be integrating technology tools into the curriculum, for administrators or instructional designers this could be creating a technology resource page for the teachers.  **Part I: Project Design**   * **Locate** classmates’ with similar areas of interest to form groups of 2-3 people by the end of Week One. * **Select** a freeware or software application to build your Educational Technology Project. Explore possible options provided below or propose your own suggestions:   + [EZClassSites](http://www.ezclasssites.com/)   + [Weebly](http://www.weebly.com/)   + [Google Sites](https://sites.google.com) * **Note**. You are not limited to the option provided. It is encouraged that you test you comfort levels and use applications or resources you are not familiar with. * **Incorporate** or provide resources and support for the following elements in your Project:   + Television and video *(Week Three)*   + Instructional design theories *(Week Three)*   + Situated cognition *(Week Four)*   + Anchored instruction *(Week Four)*   + Goal-based Scenario *(Week Four)*   + Learning by design *(Week Five)*   + Teaching agents *(Week Five)*   + Gaming, simulation, micro worlds, or programming *(Week Six)*   + Situated learning, social networking, virtual learning communities, and collaboration *(Week Seven)*   **Support** your project design with references from the course readings.  **Part II: Documentation Support**   * **Write** a 1,200-to 1,500-word paper that describes how each of the above elements were incorporated into your Educational Technology Project. Include references to course readings. * **Submit** the paper and a link to your project by Tuesday.   **Part III: Presentation**   * **Create** a 2-to 3-minute narrated and animated presentation to the school district highlighting the main points of your Educational Technology Project. Include references to course readings. * **Present** your project to a partner group by Thursday. | |

## Course: Setting Classroom Procedures (Seminar)

### Course Learning Outcomes

|  |
| --- |
| **CLO** |
| **CLO1:** Describe classroom management strategies to create and maintain effective environments for student learning. |
| **CLO2:** Apply classroom management strategies to specific classroom settings. |
| **CLO3:** Analyze the effectiveness of classroom management strategies to specific classroom settings. |
| **CLO4:** Reflect on classroom management approaches and strategies. |

### Course Structure

Planning, Teaching, Analysis, Self-Assessment Segments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Planning Segment: Weeks 1–3** | |  |  |  |
|  | Assignment: Week 1 Reading Guide | End of Week 1 | Planning Segment | 3 |
|  | Discussion: Systems and Routines | End of Week 1 | Planning Segment | 7 |
|  | Assignment: Week 2 Reading Guide | End of Week 2 | Planning Segment | 3 |
|  | Discussion: Student-Teacher Conflicts | End of Week 2 | Planning Segment | 7 |
|  | Assignment: Week 3 Reading Guide | End of Week 3 | Planning Segment | 3 |
|  | Discussion: Building Classroom Culture | End of Week 3 | Planning Segment | 7 |
| **Teaching Segment: Weeks 4 & 5** | |  |  |  |
|  | Assignment: eJournal #1–Ideal Classroom | End of Week 4 | Teaching Segment | 3 |
|  | Assignment: eJournal #2–Self-Assessment | End of Week 4 | Teaching Segment | 3 |
|  | Assignment: eJournal #3–Positive Framing | End of Week 5 | Teaching Segment | 3 |
|  | Assignment: Routines Reboot or Teaching Routines | End of Week 5 | Teaching Segment | 21 |
| **Analysis Segment: Weeks 6 & 7** | |  |  |  |
|  | Discussion: Sharing Routines Resources | End of Week 6 & 7 | Analysis Segment | 18 |
|  | Discussion: Burning Issues | End of Week 6 | Analysis Segment | 7 |
|  | Assignment: eJournal #4–TLC 2.0 Videos | End of Week 7 | Analysis Segment | 3 |
|  | Discussion: Resource Sharing | End of Week 7 | Analysis Segment | 2 |
| **Reflection Segment: Week 8** | |  |  |  |
|  | Discussion: Classroom Culture | 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

|  |  |
| --- | --- |
| **Discussion: Sharing Routines Resources** | 3.1, 3.2 |
| **Current Teachers: Routine Reboot Implementation Summary & Artifact Sharing**  This is an opportunity to think more critically about the implementation of your routine, get peer feedback and suggestions on your routine. Of the three action plans you described in the Routine Reboot assignment, you should have implemented one by the end of Week 6, collected artifacts, and posted to your assigned Peer Group to this forum.  **Respond** to the following prompts in the Sharing Routines Resources discussion forum by Sunday of Week 6:   * Copy and paste the description, rationale, and action plan for the Routine Reboot action plan you choose to implement. * Summarize the implementation process.   + How did the new action plan go?   + What, if anything changed?   + What worked? What did not work?   + What will you need to watch out for moving forward? * Share an artifact to support your summary.   + The artifact clearly shows what you actually did such as a video, photo or other method that shows the process.   + The artifact is evidence of your content, your students, and your work. Your evidence should not be of another teacher implementing the routine.   **Rename** the title of your response with your grade level and content area: “Grade X – Content Area”.  **Note**. Issues may arise with privacy and school site policies. You need not have students in the video clip or photo, focus your frame on yourself. Confirm your schools’ policy on videos and photos before submitting your artifact.  **Reply** to two classmate’s posts within your assigned group, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday of Week 7.  **Note**. This is an opportunity to offer support and ideas to your peers about their classroom policies and routines, and for you to expand your repertoire of ideas on how to implement various classroom structures and routines. | |

|  |  |
| --- | --- |
| **Assignment: eJournal #5– Perspective Shifts** | 4.2 |
| Reflection is an underrated component of a teaching cycle. By taking the time to review what you have learned and thinking about which changes you would make next time helps to continue your growth as an educator.  **Write** a reflection, not to exceed 2 pages, that addresses the following prompts:   * In what ways did your understanding of ‘classroom culture’ develop over the course of the term? Do you have a different understanding of what it encompasses now than you did before this class? Why or why not? * What is one thing you learned from this class? How did it, or will it, impact your teaching?   **Submit** your reflection as a Word document to the assignment forum by Sunday of Week 8. | |

## 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

**Weeks 6-7: Analysis Segment**

**Learning Objectives**

|  |  |
| --- | --- |
| 3.1 Objective: Teachers will be able to cite different motivating forces and develop a strategy to improve engagement of a particular focus student. | **CLO1:** Describe instructional strategies that maximize the involvement and provide support to all students. |
| 3.2 Objective: Teachers will be able to cite specific differentiation strategies integrated into a lesson plan and analyze their effectiveness in meeting the needs of an English language learner and a student with an academic challenge | **CLO3:** Analyze the effectiveness of integrating differentiation strategies into a lesson. |
| 3.3 Objective: Teachers will be able to analyze the effectiveness of a peer’s differentiation strategy and provide at least one specific improvement, suggestion or idea on how to best meet the needs of a student. | **CLO3:** Analyze the effectiveness of integrating differentiation strategies into a lesson. |
| 3.1 Objective: Teachers will be able to cite specific online resources available to meet the needs of diverse learners within their content area. | **CLO1:** Describe instructional strategies that maximize the involvement and provide support to all students. |

**Assignments – Week 6**

|  |  |
| --- | --- |
| **Discussion Post #5: 8 Characteristics of Motivation** | **CLO1:** Describe instructional strategies that maximize the involvement and provide support to all students. |
| Understanding the motivation of students can provide insight into how to meet their emotional needs. The first link is to an article that summarizes some of the key points from Richard Lavoie’s book, The Motivation Breakthrough: 6 Secrets to Turning On the Tuned-Out Child. The second link is to a table that summarizes general strategies and motivators to meet the needs of students with different motivating forces.   1. Read the article, “The 8 Characteristics of Motivated Kids” using the link provided and review the table summarizing the strategies.   LINK: <http://www.education.com/magazine/article/go-for-it-motivation/>  LINK: <http://hmscurriculum.wikispaces.com/file/view/Motivating%20Force.pdf>   1. Title your discussion post as “Grade Level, Motivating Force” 2. Use the information provided in the readings to connect to your own classroom practice. Identify a “tuned out” student that you have observed in your classroom.  * Identify a “tuned out” student that you have observed in your classroom. * Summarize the behavior you witness with this student. (**Note:** Please do not use names or other identifying information in describing the student.) * Identify what you think his/her “motivating force” is based on their behavior. * Propose an activity/strategy that could be implemented in the classroom setting that would appeal to their needs. Explain why you think this would meet their needs.  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. | |

|  |  |
| --- | --- |
| **Discussion Post #6, continued: Peer Feedback on Differentiation Assignment** | **CLO3:** Analyze the effectiveness of integrating differentiation strategies into a lesson. |
| This is an opportunity to offer support and ideas to your peers about their use of differentiation strategies, and for you to expand your repertoire of ideas on how to best meet the needs of students.  **Peer Feedback/Response:**   1. Review the submissions and artifacts of at least 2 peers within your assigned group. 2. Provide meaningful feedback on their submission in the form of questions, connections, suggestions, resources, etc. 3. Complete your peer reviews by the end of Week 7. | |

|  |  |
| --- | --- |
| **Discussion Post #8: Joaquin’s Dilemma** | **CLO1:** Describe instructional strategies that maximize the involvement and provide support to all students. |
| Race plays an important role in society and in our schools. This is an article written by a prominent black educator about his experiences raising his son in Berkeley public schools.  Some things to think about before reading the article.   * How did you come to value education? Does it mirror your students’ value system? Why or why not? * What motivated you in school? How did you get to college? Was it an expected culmination of your high school education, or did you deviate from your family’s expectations? Do you students have a similar or different educational experience than you did? How was it different or the same? * What influence did your peer group hold for you as a teenager? Can you think of an example when you followed your peer group against your better judgment? What was the outcome? Can you think of a time when you made a decision contrary to the norms of you peer group? What was the outcome?  1. Read the article by Pedro Noguera “Joaquin’s Dilemma” using the link provided.   LINK: <http://www.inmotionmagazine.com/er/pnjoaq2.html>   1. Title your discussion post as “Content Area – Grade Level” 2. In your post, share how the reading relates to your own educational experiences, either as a student or a teacher. 3. 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. | |

|  |  |
| --- | --- |
| **eJournal #3: Perspective Shifts – Week 8** | **CLO4:** Reflect on differentiation strategies and how to best meet needs of different learners. |
| Reflection is an underrated component of a teaching cycle. By taking the time to review what you have learned and thinking about which changes you would make next time helps to continue your growth as an educator.   * In what ways did your understanding of “differentiation” develop over the course of the term? Do you have a different understanding of what it encompasses now than you did before this class? * What is one thing you learned from this class? How did it impact your teaching?   Respond to this prompt in a Word document and submit to the Canvas Dropbox by end of Week 8. Your response should not exceed 2 pages. | |

## Course: 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** | |  | End of Week 7 |  |
|  | 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 standards for student’s specific grade level and content area and integrate into a lesson plan. |
| **CLO3:** Analyze the effectiveness of a teaching segment for chosen focus areas. |
| **CLO4:** Determine the implementation and use of standards with the integration of disciplinary literacy. |

### Course Structure

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

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

### Textbook

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

ISBN: 978-1-118-90185-4

### Example Assignments

|  |  |
| --- | --- |
| **Assignment: Classroom Snapshot** | 2.2 |
| Videotapes of ourselves can be very illuminating. We can learn some of our bad habits, we can see our students from a new perspective, and we can get feedback from people who are not normally in our classroom. Also, for edTPA you will be required to submit a video of you teaching in your classroom. This assignment is designed to prepare you for feedback, reflection, growth, and working out logistical details.  **Write** a 1-to 2-page summary that provides context for your lesson. Explain the following:   * What grade you teach * What unit you are studying * What part of the lesson segment you are sharing * Any other pertinent information that will help us understand your lesson.   **Note**. This should be the same lesson described in Week 4’s eJournal #1  **Record** 3 to- 5-minutes of continuous, unedited instructional time in your classroom that shows state content standards. It doesn’t matter if the 3-5 minutes incorporates direct instruction or independent work time, but it needs to be time when the class is clearly working on work aligned to the state standards.  **Ensure** you are in compliance with your school site policies related to videotaping students.  **Upload** your video in a format that can readily be shared, such as an MP4 file, to a cloud-based file sharing tool such as Alliants’ OneDrive, Google Drive, or YouTube.  **Submit** your summary and link to your video by Sunday of Week 5.  **Note**. You will be sharing your Classroom Snapshot video to a Peer Group Discussion by the end of Week 6. | |

|  |  |
| --- | --- |
| **Assignment: eJournal #2–Classroom Snapshot Reflection** | 2.3 |
| **Write** a 1-to 2-page reflection on the Classroom Snapshot assignment.  **Consider** the following prompts to help guide your reflection:   * Were you surprised by anything you saw in your video? * What went well? Why do you think that part of the lesson was successful? * What is an issue that you would like to address? Why is it an area of concern?   **Submit** your eJournal as a Word document by Sunday of Week 5. | |

## 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)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **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 Assignment

**Week 8: Lifelong Learning**

**Learning Objectives**

|  |  |
| --- | --- |
| * 1. Explain the importance of becoming lifelong learners through professional development. | N/A |

**Activities and Resources**

|  |  |
| --- | --- |
| **Readings** | 8.1 |
| ***Content Area Reading***  Ch. 15: Meeting Challenges and Continuing to Learn Through Professional Development | |
| ***Textbook Resources***  **Review** the Ch. 15: Meeting Challenges and Continuing to Learn Through Professional Development presentation. | |

**Assignments**

|  |  |
| --- | --- |
| **Discussion: Professional Development** | 8.1 |
| Respond to the following prompts in the Professional Development discussion forum by Wednesday:   * Consider the impact of the Internet on professional development today and in the future.   + Will study groups meet online? Will conferences be conducted online or virtually?   + How are online classes different than classes that meet in a traditional setting?   + How is this program a different learning environment than what you've experienced in the past? * How does the Internet affect your personal learning?   + Do you look online if you have questions about your teaching? Do you converse with peers? Do you look through a book to find your answers?   + What are the benefits of having professional development resources on the Internet? What are the challenges?   **Reply** to one classmate’s post, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to a post that has not yet received feedback from a classmate. | |

## Course: Secondary Education Methods

### Course Learning Outcomes

|  |
| --- |
| **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 1: Secondary Schools and Teachers**

**Learning Objectives**

|  |  |
| --- | --- |
| Identify societal and cultural changes that are likely to impact secondary education. | CLO1, CLO4 |
| Compare competing views of excellence in education. | CLO1, CLO4 |
| Determine the need for career-long preparation and development. | CLO4 |

**Activities and Resources**

|  |  |
| --- | --- |
| **Readings** | 1.1, 1.2, 1.3 |
| ***Teaching in the Secondary School***   * Ch. 1: The Changing World of Teaching * Ch. 2: Students and Schools * Ch. 15: Career-Long Professional Growth | |

|  |  |
| --- | --- |
| **Discussion: Secondary Schools and Teachers** | 1.1, 1.2, 1.3 |
| **Identify** professional organizations that support your subject area, student level, or professional interests.  **Respond** to the following prompts in the Secondary Schools and Teachers discussion forum by Wednesday:   * What are the organization’s priorities? * How do the organization’s policies, activities or research support change and growth in your subject area or professional interest? * If or when you join one of these organizations, how will you engage in the activities and benefit professionally? * Does the organization host teacher discussion forums or lesson plan exchanges? * How will you contribute to the organizations?   **Reference** the observations in the *Teaching in the Secondary School* text to support or contrast with your aspirations as a professional teacher.  **Post** your initial response to the discussion forum by Wednesday, Day 3 of Week 1.  **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 1. | |

## Course: Clinical Practice II

### Course Structure

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Point Value** |
| **Week 1** | |  |  |
|  | Professional Development Plan |  | 10 |
|  | Family Communication |  | 10 |
|  | edTPA Review: Handbook and Templates |  | 10 |
| **Week 2** | |  |  |
|  | Supporting Language Needs |  | 10 |
|  | Classroom Log for Interns |  | 10 |
|  | edTPA Academic Language Development |  | 10 |
| **Week 3** | |  |  |
|  | E Journal 1 |  | 10 |
|  | Progress Assessment |  | 10 |
|  | edTPA Task 1: Lesson Planning Preparation 1 |  | 10 |
| **Week 4** | |  |  |
|  | edTPA Porfolio Development 2 |  | 10 |
|  | Support Provider/Mentor Meeting Notes |  | 10 |
|  | Progress Assessment by Site Support Provider |  | 10 |
| **Week 5** | |  |  |
|  | Lesson Plan |  | 10 |
|  | E Journal 2 |  | 10 |
|  | edTPA Task 1: Lesson Planning Preparation 2 |  | 10 |
| **Week 6** | |  |  |
|  | E Journal 3 |  | 10 |
|  | Progress Assessment by Site Support Provider |  | 10 |
| **Week 7** | |  |  |
|  | District Provider Evaluation |  | 10 |
|  | Lesson Plan |  | 10 |
|  | EL Log |  | 10 |
|  | edTPA Task 2: Instruction Preparation 1 |  | 10 |
| **Week 8** | |  |  |
|  | Discussion: Week 8 Reflection |  | 10 |
|  | Site Support Provider Evaluation |  | 10 |
|  | Quarterly Assessment |  | 10 |
| **Total Points** | |  | **240** |

### Assignment

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| --- | --- |
| **Assignment: Professional Development Plan** |  |
| The purpose of the professional development plan is to reflect on and improve your practice through collaborative inquiry, observation feedback, and your performance data. It is important to understand your responsibility for ongoing professional learning. Please fill this out to help you grow as an educator.  **Complete** the [Professional Development Plan](http://ltech.alliant.edu/uploads/2/2/4/5/2245311/alliant_soe_individual_learning_plan.pdf) document.  **Submit** your plan by Sunday of Week 1. | |