# Course Description

This course includes the study of basic methods and materials of secondary teaching, classroom management, and student evaluation. We will discuss the rationale behind these methods, as well as how to incorporate these methods into the middle and high school classroom.

# University Learning Outcomes (ULO)

* **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3:** Personal and Social Responsibility
* **ULO4:** Integrative and Applied Learning
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

# Course Learning Outcomes (CLO)

* **CLO1:** Identify how adolescent development impacts the classroom environment.
* **CLO2:** Determine effective ways to motivate students to learn.
* **CLO3:** Apply current trends and methods to design interdisciplinary units with content area lesson plans.
* **CLO4:** Analyze how classroom management strategies impact classroom dynamics.
* **CLO5:** Analyze the effectiveness of various assessment strategies.
* **CLO6:** Determine how to integrate the constructivist approach in your lesson plans.
* **CLO7:** Apply instructional methods that are appropriate and effective in meeting the needs of individual learners, including students with IEPs and ELL students.

# Student Expectations

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Wong, H., & Wong, R. (2009). *The first days of school: How to be an effective teacher* (4th ed.). Mountain View, CA: Harry K. Wong Publications.

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# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Teaching Survey | 20 |  |
| Discussion: What Makes an Effective Teacher? | 20 |  |
| Discussion: Anecdotal Introductions | 20 |  |
| Simple Lesson Plan | 40 |  |
| **Week 2** |  |  |
| Discussion: Guiding Principles for Effective Teaching | 20 |  |
| Discussion: Teaching Theories | 20 |  |
| Discussion: Week 2 Teaching Channel | 20 |  |
| Your Ideal Teaching Style | 40 |  |
| Cross-Curricular Unit Topic Submission | 20 |  |
| **Week 3** |  |  |
| Discussion: Direct and Indirect Teaching | 20 |  |
| Direct Versus Indirect Instruction | 20 |  |
| Wiki: How to Teach | 40 |  |
| Cross-Curricular Unit: Direct and Indirect Teaching Methods | 40 |  |
| **Week 4** |  |  |
| Discussion: What Does Differentiation Mean? | 20 |  |
| Discussion: Differentiating Instruction in the Classroom | 20 |  |
| Discussion: Week 4 Teaching Channel | 20 |  |
| Simple Lesson Plan Revision | 40 |  |
| Cross-Curricular Unit: Differentiated Instruction | 40 |  |
| **Week 5** |  |  |
| Discussion: The Basics of Motivation | 20 |  |
| Discussion: Student Engagement | 20 |  |
| Discussion: Interest-Based Learning | 20 |  |
| Blog: Communication | 40 |  |
| Cross-Curricular Unit: Motivation | 40 |  |
| **Week 6** |  |  |
| Discussion: Formative Assessment | 20 |  |
| Cross-Curricular Unit: Assessment Teaching and Learning | 40 |  |
| Interview Summary and Reflection | 40 |  |
| **Week 7** |  |  |
| Discussion: Classroom Management Techniques | 20 |  |
| Discussion: Classroom Management Scenarios | 20 |  |
| Classroom Management Plan | 40 |  |
| Cross-Curricular Unit: Final | 100 |  |
| Field-Based Experience Logs | 100 |  |
| **Total Points** | **1000** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

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| --- | --- | --- | --- |
| **Week One: What Should Your Students Learn?** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Determine how to use a standards-aligned system to develop curriculum. | | CLO3 | |
| * 1. Identify how to organize lesson plans and align them to standards. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least 1 substantive comment of 100 to 150 words to 3 of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback. | | Course |  |
| **Reading**  **Read** Ch. 1–5 of *The First Days of School*. | | 1.1, 1.2 |  |
| **A Standards Aligned System**  **Explore** [Pennsylvania’s Standards Aligned System (SAS)](http://www.pdesas.org/default.aspx).   * Click **Login** or **Register for an Account** at the top of the page. * Click on the **Standards** tab to begin exploring the SAS.   **Post** your comments or questions in the Week 1 General Q & A discussion forum. | | 1.1, 1.2 | Website Review= 1 hour |
| **The Lesson Plan**  **Resource:** Lesson Plan Template  **Research** the four domains of Charlotte Danielson’s [Framework for Teaching](https://www.danielsongroup.org/framework/)*.*  **Review** [Annotated Lesson Plan](http://media.gmercyu.edu/edu508/annotated-lesson-plan/index.html). | | 1.2 | Content Presentation=1 hour |
| **Final Project: Cross-Curricular Unit Preparation**  As part of this course, you will create a cross-curricular unit that demonstrates your ability to integrate elements of other subjects. Keep in mind that reading elements should be incorporated into any cross-curricular unit. Each week, you will contribute portions to your unit.  **Review** the Cross-Curricular Unit assignments due each week.  **Begin** thinking about a topic for your cross-curricular unit.  Your Cross-Curricular Unit   * should include elements from at least one other subject outside of the one you teach * should span over a minimum of 2 days (include as many as necessary) * can include material from the lesson plans you create from this course | | Course |  |
| **Field-Based Work**  **Resources:** Field Experience Instructions, Field Experience Log Example, Field Experience Log  During this course, you will complete 20 hours of field-based work. You must keep a record of the time spent on these field-based projects using the Field-Based Experience Log. The logs will be due during Week Seven of the course and will account for 10% of your grade. Failure to submit your log, and complete it according to directions may prevent your ability to student teach.  Before Week Six, you need to conduct an interview with your cooperating teacher as part of your field experience. This interview will encompass the methods and theories discussed during Week Six of this course and will be due that week.  **Select** field-based projects related to your subject of teaching in a school setting.  **Consult** with your instructor if you are unsure whether a field-based experience is appropriate. | | Course |  |
| **Wiki: Course Rules**  Oftentimes it is helpful to create a collaborative list of course procedures or rules. Collaborative lists allow you to connect to the rules, and they remove the “my rule” and establish that these are “our rules.”  **Establish** rules about procedures that relate to this course. They can be about how feedback is provided in discussion forums or etiquette tips concerning behavior online, such as that typing in all capital letters signifies yelling, whereas putting an exclamation point at the end of a sentence signifies excitement.  **Contribute** your ideas and thoughts to the Course Rules Wiki by Thursday. Consider how a course rules activity can be used as a classroom management tool in the classroom.  **Post** a comment introducing yourself by answering the following questions by Sunday:   * What subject area or areas would you like to teach? * What is one detail about you that will help us remember you? * What would you like to get out of this course? * You may also include pictures of yourself, your family, your pets, and so forth in your post. | | Course | Wiki=1.5 hour |
| **PowerPoint Presentation with audio narration tutorials**  You will need to submit a narrated presentation in Week 7. Here are some tutorials so you can familiarize yourself with this functionality in PowerPoint and practice:   * [Add or delete audio in your PowerPoint presentation](https://support.office.com/en-us/article/Add-or-delete-audio-in-your-PowerPoint-presentation-c3b2a9fd-2547-41d9-9182-3dfaa58f1316?ui=en-US&rs=en-US&ad=US#OfficeVersion=2013,_2016) * [Record a slide show with narration and slide timings](https://support.office.com/en-us/article/Record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c#OfficeVersion=2013,_2016) | | N/A |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | Course | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Teaching Survey**  **Complete** the [Teaching Tasks Survey](https://docs.google.com/forms/d/e/1FAIpQLSdQWed_TX40WmVkcip64fpW9am3hnjRqkLNC-9DazFFX3tABQ/viewform).  **Respond** to the following question in the Teaching Survey discussion forum by Thursday:   * Planning, teaching, assessing: Which is most important? Why? Is there a dominant step, or are they all supportive? What defines an effective teacher?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 1.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: What Makes an Effective Teacher?**  **Review** the RISE Model for meaningful feedback.   * Develop a list of the top 5 qualities of an effective teacher, providing a description for each one. * Rank your list from most important to least important * Post your ranked list with a description of each quality in the Effective Teacher discussion forum by Thursday.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 1.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Anecdotal Introductions**  **View** [anecdotal introduction](https://youtu.be/9Td5S7mp_i0) (7:31).  **Create** a one paragraph anecdotal introduction to introduce a specific topic within your subject discipline.  **Post** your anecdotal introduction and responseto the following questions in the Anecdotal Introductions discussion forum by Thursday:   * How does your introduction ‘set the stage’ for the upcoming topic? * How does the theme of your introduction tie-in to the theme of the lesson(s)?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 1.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Simple Lesson Plan**  **Resource:** Lesson Plan Template  **Select** a set of standards from your state’s department of education site in a content area with which you are familiar.  **Create** a lesson plan for those standards that includes the following:   * Curriculum goals that align to student comprehension * Accommodation for various learning styles * Informal and formal assessments   **Submit** your simple lesson plan by Sunday. | | 1.1, 1.2 | Library Research=1 hour |
| **Total** |  |  | **7.5 hours** |

# Faculty Notes

**Course Set up**

**Wiki Assignments**: You will need to create a Wiki page for the Week 1 Course Rules Wiki and Week 3 How to Teach Wiki so students can complete the Week 1 activity and Week 3 assignment.

**Field Experience:** In this course, each student is expected to log 20 hours of field experience related to the learning outcomes of this course that correspond to the Pennsylvania Department of Education (PDE) Standards for Principal or Competencies for Preparation for Curriculum and Instruction. Failure to submit their log(s), and complete their log(s) according to directions may prevent a student’s ability to student teach.

When reviewing logs, check for the following benchmarks:

1. Completion
2. Securing appropriate 20 hours of field experience
3. Mentor’s signature

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: Strategies of Effective Teaching | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the various teaching theories. | | CLO3 | |
| * 1. Analyze the effects of various teaching theories on students. | | CLO1, CLO2, CLO3 | |
| * 1. Apply reading across curriculum principles to create unit plans. | | CLO1, CLO3, CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Reading**  **Review** [Teaching and Learning Theories](https://tomprof.stanford.edu/posting/1505). | | 2.1, 2.2 | Lecture=1 hours |
| **Website**  **Review** [Teaching Principles](http://www.cmu.edu/teaching/principles/teaching.html). | | 2.1, 2.2 | Website Review=1 hour |
| **Cross-Curricular Courses**  Students spend their hours in school learning different subjects. Overlap exists between some courses but not all. A good example is that physics applies math concepts. Remember, you will be regarded as an expert in your field of teaching, and having the ability to integrate other elements of a student’s day requires you to borrow information from your team of teachers. The focus on science, technology, engineering, and mathematics (STEM) courses is a perfect example of the importance of this skill.  **Consider** the following as you review [STEM Education Coalition](http://www.stemedcoalition.org):   * Do you think STEM courses are important? Why or why not? * Do you believe that schools are doing enough to support STEM courses? * How would you implement STEM courses into your future school?   **Post** your comments or questions in the Week 2 General Q & A discussion forum. | | 2.1, 2.2, 2.3 | Website Review: **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Guiding Principles for Effective Teaching**  Understanding what makes a good teacher and what makes an ineffective teacher can help in guiding your individual style of teaching.  **Review** [Teaching Principles](http://www.cmu.edu/teaching/principles/teaching.html).  **Respond** to the following question in the Teaching Principles discussion forum by Thursday:   * Which principles stand out to you? Why?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 2.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Teaching Theories**  **Review** [Teaching and Learning Theories](https://tomprof.stanford.edu/posting/1505).  **Conduct** further research on these theories on your own for deeper descriptions or specific examples.  **Respond** to the following questions in the Teaching Theories discussion forum by Thursday:   * Which of these theories do you relate to the most? How do these theories relate to modern education?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 2.1, 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Week 2 Teaching Channel**  **View** [Inquiry-Based Teaching: Discussing Literature](https://www.teachingchannel.org/videos/inquiry-based-teaching-discussing-literature) (26:42)  **Respond** to the following questions in the Week 2 Teaching Channel discussion forum by Thursday:   * What type of learning theory (or theories) do you think was being used in Ms. Kosoff’s classroom? Why do you think Ms. Kossoff used this method of instruction?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 2.1, 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Your Ideal Teaching Style**  **Resource:** [Teaching and Learning Theories](https://tomprof.stanford.edu/posting/1505)  When someone asks you what your teaching style is, you should have a clear and planned response. You are often asked to characterize your teaching style in interviews because it helps the interviewer understand who you are what you bring to the institution.  **Create** your ideal teaching style by combining elements from the Teaching Theories presentation.  **Write** a 1- to 2-paragraph summary of your teaching style that addresses the following:   * How your teaching style represents you * How your teaching style sets you apart from other classroom teachers   **Submit** your teaching style summary by Sunday. | | 2.1, 2.2 | Reflection paper=1 hour |
| **Cross-Curricular Unit Topic Submission**  **Provide** a brief description of your cross-curricular unit, including (but not limited to) the following:   * The primary subject you are teaching * Grade level of subject * Overall theme of the unit * What other subject (or subjects) will be included * How you will incorporate the other subject or subjects   **Submit** your topic idea for the Cross-Curricular Unit by Sunday. | | 2.3 | Guided Project=1 hour |
| **Total** |  |  | **8 hours** |

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| Week Three: Direct and Indirect Teaching Methods | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the purpose of direct and indirect teaching methods. | | CLO1, CLO2, CLO4 | |
| * 1. Develop lessons utilizing direct or indirect teaching methods. | | CLO1, CLO2, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Reading**  **Read** Ch. 21–24 of *The First Days of School*. | | 3.1, 3.2 |  |
| **Direct versus Indirect Presentation**  **Review** [Direct and Indirect Teaching Methods](http://media.gmercyu.edu/edu508/teaching-methods/story_html5.html).  **Post** your comments or questions in the Week 3 General Q & A discussion forum. | | 3.1 | Lecture=1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Direct and Indirect Teaching**  Just as professional athletes study film of other teams, teachers can do the same. So many different style of teaching goes on in a typical secondary school. Different styles and methodologies all fill the classrooms. As a practicing teacher, a casual stroll down the hall can identify them. Prospective teachers do not have that pleasantry at their discretion.  **Locate** one or two videos that use [direct teaching](https://www.google.com/search?rlz=1C1GGRV_enUS751US751&biw=1680&bih=944&tbm=vid&ei=pb-NWpSmPIjQjAOV1rHgCw&q=direct+teaching+method+examples&oq=direct+teaching+&gs_l=psy-ab.3.1.0l4j0i30k1j0i8i30k1l5.34189.34189.0.38633.1.1.0.0.0.0.104.104.0j1.1.0....0...1c.1.64.psy-ab..0.1.103....0.RB5XENsElQ0) and [indirect teaching](https://www.google.com/search?rlz=1C1GGRV_enUS751US751&biw=1680&bih=944&tbm=vid&ei=zb-NWpTCGJHGjwOxwrTYDg&q=indirect+teaching+method+examples&oq=indirect+teaching+method+examples&gs_l=psy-ab.3...11936.12021.0.13834.2.2.0.0.0.0.113.213.0j2.2.0....0...1c.1.64.psy-ab..1.0.0....0.cTUd8CYtccw).  **Post** a link to the videos you selected and respondto the following question in the Direct and Indirect Teaching discussion forum by Thursday:   * Why do you think your video is an appropriate use of each method?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 3.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Direct Versus Indirect Instruction**  **Respond** to the following question in the Direct Versus Indirect Instruction discussion forum by Thursday:   * Why is it important to consider teacher personality when reflecting on direct or indirect instructional approaches as the key to effective teaching? Describe the basic methods for instruction by effective teachers you have known. How would you know if the instructional practices you used were appropriate and effective?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 3.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Wiki: How to Teach**  **Brainstorm** a minimum of 5 ideas on how to teach. For each idea, state whether it is direct or indirect teaching, and include a brief explanation of each teaching idea. Post your ideas to the wiki by Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least 1 of your classmates' posts by Sunday. | | 3.1 | Wiki=1hour |
| **Cross-Curricular Unit: Direct and Indirect Teaching Methods**  **Continue** building your cross-curricular unit.  **Incorporate** a lesson plan that shows direct and indirect teaching methods.  **Submit** your lesson plan showing direct and indirect teaching methods by Sunday. | | 3.2 | Guided Project=1 hour |
| **Total** |  |  | **5 hours** |

# Faculty Notes

**Wiki Assignments**: You will need to create a Wiki page for the How to Teach Wiki assignment this week so students can complete the assignment.

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| Week Four: Differentiated Instruction (DI) | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the benefits of differentiated instruction (DI). | | CLO2, CLO3, CLO4 | |
| * 1. Apply the principles of DI to develop lesson plans. | | CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** [What is Differentiated Instruction?](https://www.scholastic.com/teachers/articles/teaching-content/what-differentiated-instruction/). | | 4.1, 4.2 |  |
| **Website**  **Review** the [Edutopia](https://www.edutopia.org/topic/differentiated-instruction) website for information on differentiated instruction.  **Post** your comments or questions in the Week 4 General Q & A discussion forum. | | 4.1, 4.2 | Website Review=1 hour |
| **What a Classroom Looks Like**  **View** [What a Classroom Looks Like](https://vimeo.com/91356769) (1:07).  **Consider** the following questions:   * How can I introduce new concepts with such a diverse group of students? * How can I relate concepts to students with poor math skills? * How can I introduce material at a fast-enough pace to keep the gifted students engaged? * If I move too quickly, what do I do when my learning disability students get lost? * How can I make learning comprehensible for all students, particularly English language learners and students with IEPs? * Can I teach a concept once, or do I need to teach it three times?   **Post** your comments or questions in the Week 4 General Q & A discussion forum. | | 4.1 | Video=1 hour |
| **Videos**  **View** the following:   * [Teaching High School - Differentiated Instruction with Dr. Carol Ann Tomlinson - Lesson 5](https://youtu.be/OTJFX6UEciE) (3:39) * [Two Misconceptions about Differentiation](https://youtu.be/HRA8MUUNP8E) (3:31) * [Four Common Misconceptions About DI](https://youtu.be/gb-ve1G7uyg) (5:14) * [Differentiation and Literacy: Tailoring Instruction](https://youtu.be/9EDTizpi21U) (11:21) * [Differentiated Instruction](https://vimeo.com/92294428) (1:57)   **Post** your comments or questions in the Week 4 General Q & A discussion forum. | | 4.1, 4.2 | Video=1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: What Does Differentiation Mean?**  **Read** [What is Differentiated Instruction?](https://www.scholastic.com/teachers/articles/teaching-content/what-differentiated-instruction/).  **Identify** 1 sentence from the article that moves you the most. It can be one you believe carries the most truth or one that your think summarizes differentiated instruction the best.  **Share** your sentence with the class, and explain why you selected the sentence in the What Does Differentiation Mean discussion forum by Thursday.  **Review** your classmates’ sentences and thoughts. State whether you agree, and explain why, to 3 of your classmates' posts by Sunday. | | 4.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Differentiating Instruction in the Classroom**  **View** [Differentiated Instruction](https://vimeo.com/92294428) (1:57).  **Review** the [Edutopia](https://www.edutopia.org/topic/differentiated-instruction) website for information on differentiated instruction.  **Locate** 2 ways that differentiated instruction is used in classrooms, and share them in the Differentiating Instruction in the Classroom discussion forum by Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 4.1, 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Week 4 Teaching Channel**  Differentiated instruction is necessary for all types of learners, but it can be particularly beneficial in classrooms with the following:   * English language learners * Students with IEPs * Students with GIEPs   While many of our students might seemingly learn at the same pace, there are others who require adjustments and modifications to our instruction to be successful.  **View** the following videos:   * [Supporting Languages & Content Learning in Math](https://www.teachingchannel.org/video/math-for-newcomers-ousd) (9:26) * [Meeting the Needs of Diverse Learners](https://www.teachingchannel.org/videos/teaching-diverse-learners) (10:39)   **Respond** to the following questions in the Week 4 Teaching Channel discussion forum by Thursday:   * How does each teacher utilize differentiated instruction in his or her respective classrooms? In other words, what did the teachers do to ensure that all learners were being supported and challenged? What learning style or styles did each teacher address the most in his or her respective lesson? How can grouping affect the learners’ level of understanding?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 4.1, 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Simple Lesson Plan Revision**  **Revise** your lesson plan from Week One to incorporate elements of differentiated instruction.  **Consider** how you can reach all your students, regardless of levels, personalities, or learning styles.  **Submit** your revised simple lesson plan by Sunday. | | 4.1, 4.2 |  |
| **Cross-Curricular Unit: Differentiated Instruction**  **Continue** building your cross-curricular unit.  **Incorporate** the principle of differentiated instruction into your unit.  **Submit** your cross-curricular unit by Sunday. It should include elements of direct and indirect instruction and differentiated instruction. | | 4.2 | Guided Project=1 hour |
| **Total** |  |  | **7 hours** |

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| Week Five: Communication and Motivation | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Determine various methods to effectively communicate with students. | | CLO1, CLO2, CLO4 | |
| * 1. Apply elements of motivation in lesson plans to drive instruction. | | CLO1, CLO2, CLO4, CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 6–10 of *The First Days of School*. * The Four Keys to Student Engagement * [Encouraging Positive Student Engagement and Motivation: Tips for Teachers](http://www.pearsoned.com/education-blog/encouraging-positive-student-engagement-and-motivation-tips-for-teachers/) * [Using New Research to Improve Motivation](https://www.carnegiefoundation.org/blog/using-new-research-to-improve-student-motivation/)   **Reflect** on the strategies outlined in the readings and how these can effectively be utilized in your classroom. | | 5.1, 5.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: The Basics of Motivation**  It is hard to overestimate the importance of motivation in life, in work, and of course, in school. Schools and teachers seem to have an infinite number of mostly unsuccessful motivational techniques. This topic is one of the most important topics in the course because it deals with one of the most fundamental issues in education.  Children love to learn; they are highly motivated to learn—at least until they get halfway through elementary school. Then, something begins to happen. Many teachers love to teach, meaning that they are highly motivated to teach, but sometimes something happens to them, as well.  You could make a very strong case that it is difficult to prevent someone from learning something they want to learn, yet many of our students seem not to want to learn in school. The material in this topic contains some of the most relevant scientific information related to learning that you will find anywhere.  They make a clear distinction between extrinsic motivation and intrinsic motivation. *Extrinsic motivation* is giving high school students an open lunch period if their conduct is good or as a reward. *Intrinsic motivation* is the desire of a high school student to get a driver’s license, to go on a date, to excel at skateboarding, or at the bass guitar. Make sure you understand the difference!  The theories have been experimentally supported by decades of quality research. Let’s now hear about motivation from Daniel Pink. Dan Pink is regarded as a business writer or career analyst whose work is of most interest to the business community and leaders in the community and government. In this talk to the 2009 TED Conference, he is speaking about the science of motivation to some of the brightest, most successful entrepreneurs and knowledge managers in the world. Here’s a quote from his talk to prime your thinking, “rewards narrow the focus of the mind and restrict our possibilities.” Take notes, because his many concrete examples will help you understand and communicate his important ideas.    **View** [The puzzle of motivation | Dan Pink](https://youtu.be/rrkrvAUbU9Y) (18:36).  **Respond** to the following questions in the Basics of Motivation discussion forum by Thursday:   * How can you apply the concepts on motivation, presented by Dan Pink, to your classroom? How can you nurture or encourage a state of flow in your students?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 5.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Student Engagement**  **View** the [Student Engagement Playlist](https://www.youtube.com/playlist?list=PL0433FB72B616EF06).  **Respond** to the following questions in the Student Engagement discussion forum by Thursday:   * Where is the disconnect with less-motivating teachers? What are they doing that loses students’ interest? What strategies do motivating teachers utilize in engaging their students? What do you believe is the most important element in gauging student interest and promoting student engagement?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 5.1, 5.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Interest-Based Learning**  **Read** [How the Power of Interest Drives Learning](https://sites.utexas.edu/comm-student-success/2013/12/09/how-the-power-of-interest-drives-learning/) and [Helping Students Find Relevance](http://www.apa.org/ed/precollege/ptn/2013/09/students-relevance.aspx).  **Respond** to the following questions in the Interest-Based Learning discussion forum by Thursday.   * How can teachers create a personal connection between the student and the learning? * Is it possible for relevance and interest to exist without each other? * Think about your own experience as a student. How did your teachers make learning relevant? Are there things that still stand out to you today that you remember learning as a student?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 5.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Blog: Communication**  **Write** a 150- to 250-word blog article about communicating with students by Thursday.  **Identify** ways in which you will communicate with students. This can be media-based (website, email, or blog) or how you hold face-to-face meetings.  **Include** the advantages or disadvantages of each way in which you plan to communicate with students.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 5.1, 5.2 | Blog=1 hour |
| **Cross-Curricular Unit: Motivation**  **Continue** building your cross-curricular unit.  **Incorporate** how you will communicate with and motivate your students.  **Submit** your cross-curricular unit by Sunday. Components should include motivation, differentiated instruction, and direct and indirect instruction. | | 5.2 | Guided Project=1 hour |
| **Total** |  |  | **5 hours** |

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| Week Six: Assessment Varieties | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Determine how to implement various assessment techniques. | | CLO5 | |
| * 1. Analyze how assessment techniques can be used to increase student achievement. | | CLO2, CLO5 | |
| * 1. Identify potential issues for assessing students as a group. | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** [Dylan Wiliam & The 5 Formative Assessment Strategies to Improve Student Learning](https://www.nwea.org/blog/2012/dylan-wiliam-the-5-formative-assessment-strategies-to-improve-student-learning/). | | 6.1, 6.2, 6.3 |  |
| **Website**  **Review** [Grading and Performance Rubrics](http://www.cmu.edu/teaching/designteach/teach/rubrics.html).  **Post** your comments or questions in the Week 6 General Q & A discussion forum. | | 6.1, 6.2, 6.3 | Website Review=1 hour |
| **Video**  **View** [Professor Dylan Wiliam at The Schools Network Annual Conference](https://youtu.be/wKLo15A80lI) (38:11).  **Post** your comments or questions in the Week 6 General Q & A discussion forum. | | 6.1, 6.2 | Video=1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Formative Assessment**  **Read** [Dylan Wiliam & The 5 Formative Assessment Strategies to Improve Student Learning](https://www.nwea.org/blog/2012/dylan-wiliam-the-5-formative-assessment-strategies-to-improve-student-learning/).  **View** [Professor Dylan Wiliam at The Schools Network Annual Conference](https://youtu.be/wKLo15A80lI) (38:11).  **Identify** 3 elements from the reading or video that you found interesting to the Formative Assessment discussion forum by Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 6.1, 6.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Cross-Curricular Unit: Assessment Teaching and Learning**  **Read** the following:   * [Creating Effective Assessments](http://www.ryerson.ca/content/dam/lt/resources/handouts/creatingeffectiveassessments.pdf) * Types of performance-based assessment * [Grading and Performance Rubrics](http://www.cmu.edu/teaching/designteach/teach/rubrics.html) * [Conduct Assessments of Learning and Teaching](http://www.cmu.edu/teaching/designteach/teach/assesslearningteaching.html).   According to David Sousa, “higher ordering thinking skills…helps learners make connections between past and new learning, creates new pathways, strengthens existing pathways, and increases the likelihood that the new learning will be consolidated and stored for future retrieval.” Using the higher-level thinking skills of Bloom’s Taxonomy reinforces the learner’s ability to use critical thinking for problem solving.  **Research** the domains of Bloom’s taxonomy.  **Develop** a performance-based assessment for some element with your cross-curricular unit.  **Include** at least 3 different domains of Bloom’s taxonomy within the assessment. The domains that you choose should help support the learner’s ability to think critically and at a higher level. Outside of the usual “how” and “why” types of questions, consider using words such as “apply, evaluate, create, imagine, speculate, etc.”  **Create** a grading rubric to accompany the assessment.  **Submit** your cross-curricular unit by Sunday. Components should include performance-based assessment and rubric, motivation, differentiated instruction, and direct and indirect instruction. | | 6.1, 6.2, 6.3 | Guided Project=1 hour |
| **Interview Summary and Reflection**  **Interview** your cooperating teacher from your field experience, monitoring the growth with his or her students.  **Address** the following topics at a minimum, but feel free to allow the conversation to flow naturally into other relevant topics:   * How do you typically gauge student understanding through your instruction? * What types of assessment, both formal and informal, do you view as being important indicators of successful performance for student learning? * Discuss your experience or interest working with struggling students. How do you use differentiation with the different levels of learners? * How do you use student data to inform planning and assessment?   **Write** a 500- to 700-word summary and reflection of your interview. Include your observations and suggestions on how to achieve the objectives or topics discussed in the interview.  **Submit** your summary and reflection by Sunday. | | 6.1, 6.2 | Reflection paper=1 hour |
| **Total** |  |  | **5 hours** |

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| Week Seven: Classroom Management | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain various classroom management strategies. | | CLO4 | |
| * 1. Analyze the various classroom management strategies for potential problems and success in managing a learning environment. | | CLO1, CLO4 | |
| * 1. Develop a classroom management plan. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 11–20 of *The First Days of School*. * [10 Effective Classroom Management Techniques Every Faculty Member Should Know](https://csumb.edu/sites/default/files/images/st-block-31-1425095442795-raw-facfocusclassroommanagement.pdf) | | 7.1, 7.2, 7.3 |  |
| **What is a Classroom Management Plan?**  **Review** the [Classroom Management Plan](https://www.slideshare.net/ksumatarted/20112012-classroom-management-plan) example.  **Post** your comments or questions in the Week 7 General Q & A discussion forum. | | 7.3 | Lecture=1 hour |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide wrap-up of the course.  **Prepare** to ask questions concerning the content of the course and provide constructive feedback.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Classroom Management Techniques**  **Read** [10 Effective Classroom Management Techniques Every Faculty Member Should Know](https://csumb.edu/sites/default/files/images/st-block-31-1425095442795-raw-facfocusclassroommanagement.pdf).  **Respond** to the following question in the Classroom Management Techniques discussion forum by Thursday:   * Which technique do you think will be the most effective in your potential classroom? Why?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 7.1, 7.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Classroom Management Scenarios**  **Create** a classroom scenario that would require the teacher to implement classroom management techniques. Your scenario may be academic or behavioral, and it should allow for the reader to decide what the teacher should do in this situation. Your scenario should be a minimum of 100 words and be posted to the Classroom Management Scenarios discussion forum by Thursday.   * Example: Mr. Smith spends the first 5 minutes of every class taking roll. He often yells at the students to be quiet because he cannot hear them reply to their names being called. Some days take longer than others due to interruptions from the students asking permission to go to the restroom or because he is trying to control unruly behaviors. On occasion, Mr. Smith has overlooked the presence of some of his students and accidentally marked them absent. He has tried assigning worksheets to the students to keep them busy, but they know that the worksheets are just busywork, and they do not take the assignments seriously.   **Review** the scenarios of your classmates, and **post** constructive criticism, clarification, additional questions, or your own relevant thoughts with a detailed description of how you would suggest the teacher respond to 3 of your classmates' scenarios by Sunday. | | 7.1, 7.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Classroom Management Plan**  **Create** a 7- to 10-minute presentation that highlights the importance of a classroom management plan.  **Use** PowerPoint, [Prezi](https://prezi.com/), [Haiku Deck](https://www.haikudeck.com/), or another appropriate resource to create your presentation. Your presentation must include either speaker’s notes or audio narration.  **Address** the following questions in your presentation:   * What a classroom management plan is * Why it is important to have a classroom management plan * The definition of *good classroom management* and an explanation of whether this is subjective   **Create** your own classroom management plan that includes the following components:   * Philosophical statement * Room arrangement * Classroom rules * Classroom procedures * Encouragement of students * Positive reinforcement * Conclusion   **Submit** your presentation file or a link to it by Friday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least 1 of your classmates' posts by Sunday. | | 7.3 | Content Review and Discussion = **2 hours** |
| **Cross-Curricular Unit: Final**  **Submit** your final cross-curricular unit with the following components by Sunday:   * Reading across the curriculum * Direct teaching methods * Indirect teaching methods * Differentiated instruction options * Communicating and motivating students * Classroom management plan * Assessment * Rubric | | 1.2, 2.3, 3.2, 4.2, 5.2, 6.1, 7.3 | Guided Project=1 hour |
| **Field-Based Experience Logs**  **Submit** your Field-based experience logs by Sunday. | | COURSE |  |
| **Total** |  |  | **6 hours** |

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 7.5 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 7 |
| Supplemental |  |
| **Week 3** |  |
| Required | 5 |
| Supplemental |  |
| **Week 4** |  |
| Required | 7 |
| Supplemental |  |
| **Week 5** |  |
| Required | 5 |
| Supplemental |  |
| **Week 6** |  |
| Required | 5 |
| Supplemental |  |
| **Week 7** |  |
| Required | 6 |
| Supplemental | 1 |
|  |  |
| **Total Required Hours** | 42.5 |
| **Total Supplemental Hours** | 2 |
| **Total Hours** | 44.5 |