

**SAINT MARY'S UNIVERSITY OF MINNESOTA
MINNEAPOLIS GRADUATE CENTER**

COURSE: EDWN 600 Instructional Design, Assessment, and Classroom Management

CREDITS: 3

SEMESTER: Spring 2011

INSTRUCTORS:

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COURSE DESCRIPTION:

This course launches the teacher certification process for participants in Project Teaching, an alternative certification program approved by the Wisconsin Department of Public Instruction. It introduces the conceptual framework for teacher licensure in Wisconsin and guides participants in their development toward proficient performance in the knowledge, skills, and dispositions in each of the 10 Wisconsin Teacher Standards required for licensure

COURSE OBJECTIVES: On completion of the course successful students will:

1. understand the central concepts, tools of inquiry, and structures of the disciplines they teach and develop a curriculum unit that demonstrates their ability to create learning experiences that make these aspects of subject matter meaningful for pupils (Standard 1);
2. understand how children with broad ranges of ability learn and provide 20 hours of pre-practicum instruction that demonstrates their ability to support the intellectual, social, and personal development of pupils (Standard 2);
3. understand how pupils differ in their approaches to learning and the barriers that impede learning and adapt lesson plans to that it meets the diverse needs of pupils, including those with disabilities and exceptionalities (Standard 3);
4. understand and demonstrate in their curriculum units the use of a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, forecasting and performance skills (Standard 4);
5. understand individual and group motivation and behavior and generate a written classroom management plan that will be used to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (Standard 5);
6. demonstrate in the classroom through individual and group presentations the use of effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom (Standard 6);
7. organize and plan a curriculum unit that demonstrates systematic instruction based upon knowledge of subject matter, pupils, the community, and stated curriculum goals (Standard 7);
8. understand and demonstrate through the development of a curriculum unit the use of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil (Standard 8);
9. reflect on practice and demonstrate in a pre-practicum journal the ability to continually evaluate the effect of their choices and actions on pupils, parents, professional in the learning community and others and to actively seek out opportunities to grow professionally (Standard 9);
10. foster relationships and demonstrate in a pre-practicum journal the ability to connect with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and to act with integrity, fairness and in an ethical manner (Standard 10).

These course objectives are aligned with the Wisconsin Teacher Standards and are numbered accordingly.

TEXTS

- Partin, R.L. (2005) **Classroom Teacher Survival Guide**. John Wiley & Sons.
- Thompson J.G. (1998) **Discipline Survival Kit for the Secondary Teacher**. John Wiley & Sons.
- Supplemental materials will be handed out.

TOPICAL OUTLINE:

Session 1

- Program Orientation
- Course Introduction & Logistics
- Role of the Wisconsin Department of Public Instruction
- Introduction to Wisconsin Teacher Standards
- Introduction to Wisconsin Academic Model Standards
- Bloom's taxonomy and domains of learning
- Assessment:
 - standardized
 - norm referenced
 - criterion referenced
 - formative
 - summative
 - performance assessment
- Instructional planning:
 - What is a long range plan?
 - What is a benchmark?
 - What is a rubric?
 - What is a short range (unit) plan?
 - What is a lesson plan?
 - What are goals & objectives?
- Preparation for Assignment 1 – Curriculum Unit & Lesson Plans (due 3rd session)
- Preparation for Assignment 4 – Instructional Strategies (due 4th Session)
- Preparation for Session 2
 - Bring hard copy of curriculum unit, lesson plan samples and rubric to class
 - Instructional Strategies Presentation

Session 2

- Instructional Strategies Presentations
- Instructional Strategies
 - Differentiated Instruction
 - Learning and Teaching Styles
 - Multiple Intelligences
 - The art of questioning
 - Higher order questions
 - Inquiry technique
- Modifications/adaptations for Special Needs
 - IEP process
 - English Language Learners
- Critiquing and comparing planning documents -- unit, lesson plans, rubric, standards, etc.
- Reflective teaching
- Preparation for Session 3 - Curriculum Unit due

Session 3

- Student Behavior Management Models
 - Bring samples of classroom rules to class
 - Role play of student behavior management cases
- Communication skills
 - Written
 - Verbal
 - Nonverbal
 - Communication with internal & external publics
- Discuss units/other assignments specific to content/licensure
- Preparation for Session 4 - Classroom Management Assignment, in-class activity for classroom management paper & instructional strategies paper due session 4

Session 4

- Instructional strategies and behavior management assignments due
 - Portfolio 1 rubric review
 - Other topics
 - school funding
 - voucher programs
 - charter schools
 - political structures
 - Legal issues in education
 - Job search/Job interview
 - The new professional
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ASSIGNMENTS/EVALUATION

Assignment 1: Curriculum unit (Standards 2, 3, 4, 7, 8) – 60% of final grade

Standard 7: Design an outline of a semester plan and indicate where the curriculum unit fits into this long range plan.

Standard 2: Describe the intellectual, social and personal developmental characteristics of students for which this unit is designed. Describe how your unit meets these developmental characteristics.

Standard 4: Design a two-week unit in your subject area(s) using:

- Wisconsin Model Academic Standards
- Multiple learning strategies
- Individual daily lesson plans (based on templates from class or your school).

Standard 8: Formative and Summative assessments including at least one performance rubric.

Standard 3: Describe modifications you would make to daily lesson plans for students with special needs and English language learners. Describe how the multi-tiered RtI model of instruction/intervention relates to your unit of instruction? Describe how would you modify your daily lesson plans to incorporate the co-teaching strategies?

Evaluation Criteria for Curriculum Unit

Element	Scale					
	1	2	3	4	5	6
<i>Writing mechanics</i>	1	2	3	4	5	6
	Many errors		Some errors		No errors	
<i>Description of student intellectual, social, & personal characteristics</i>	1	2	3	4	5	6
	Description missing or incorrect		Incomplete description		Complete description	
<i>Long range plan fits student needs and supports WI standards</i>	1	2	3	4	5	6
	Minimal plan		Incomplete plan missing some components		Complete plan	
<i>Clear plans are written for each day</i>	1	2	3	4	5	6
	Minimal plans		Incomplete plans		Complete plans	
<i>Multiple learning strategies used</i>	1	2	3	4	5	6
	One strategy used		Few strategies		Several, appropriate strategies	
<i>Content/activities match objectives</i>	1	2	3	4	5	6
	No obvious match		Some activities or content unclear		All content and strategies match well	
<i>Unit matches Wisconsin Standards</i>	1	2	3	4	5	6
	No obvious match		Some mismatches		Appropriate match with standards	
<i>Assessments match activities & standards and includes at least one rubric</i>	1	2	3	4	5	6
	Only "paper and pencil" tests		More than one type of assessment but no rubric		More than one type of assessment including performance rubric	
<i>Modifications for special needs & English language learners for all learning activities</i>	1	2	3	4	5	6
	No modifications		Few modifications		Appropriate modifications	

Assignment 2: Classroom Management Plan Standard 5 – 20% of final grade

Write a classroom management plan based on assigned readings and classroom discussions. Include a description of how you would incorporate conflict resolution.

Evaluation Criteria for Classroom Management Plan

Element	Scale					
	1	2	3	4	5	6
<i>Mechanics</i>	1	2	3	4	5	6
	Many errors		Some errors		No errors	
<i>Depth/scope of content</i>	1	2	3	4	5	6
	Minimal		Partial		Full	
<i>Level of thinking</i>	1	2	3	4	5	6
	Knowledge		Application		Synthesis	
<i>Rules and Consequences</i>	1	2	3	4	5	6
	None		Some		Several	
<i>Conflict Resolution</i>	1	2	3	4	5	6
	Nothing		Application		Synthesis	

Assignment 3: Instructional Strategies in your Content Area (Standard 4 – 20% of final grade)

Visit <http://norda.us/contentareas.aspx> View the general web sites and those specific to your subject area and write a paper that includes:

- A list and definition of the main specific instructional strategies in your subject area;
- A description of the audience most appropriate for each strategy;
- A description of the strengths and weaknesses of each strategy.
- Once you have completed the list, speak with a subject area teacher or teachers you know in your local area. Ask what the teacher thinks are the most important and/or useful in their classroom. Ask the teacher why s/he feels that way. Write a summary of the discussion.

Evaluation Criteria for Instructional Strategies in your Content Area

Element	Scale					
	<i>Mechanics</i>	1	2	3	4	5
Many errors		Some errors		No errors		
<i>Depth/scope of content</i>	1	2	3	4	5	6
	Minimal		Partial		Full	
<i>Level of thinking</i>	1	2	3	4	5	6
	Knowledge		Application		Synthesis	

FINAL GRADING SCALE	
A	92-100%
B	82-91%
C	71-81%
NC	70% and below