
STL 413 Effective Teaching (3 CREDITS) Fall 2010

I. Course Description:

In this course, the candidate continues to develop an understanding of how students learn and how students develop intellectually, socially, and emotionally. Candidates will understand how to meet the needs of culturally and/or developmentally diverse learners across the scope and content of the curriculum. Candidates will identify and design instructional approaches which nurture critical thinking skills, model problem solving, and encourage student achievement. The candidate will develop, implement, and evaluate lesson plans which meet the individual and developmental needs of learners. Candidates will explore the use of educational technology for motivation, instruction, and assessment. Candidates will model effective and respectful communication techniques. The candidate will understand the role of special education and the varying models of special education services including co-teaching with the general education teacher. The candidate will demonstrate an understanding of the role of the individual education plan for students with identified special education needs and the role of the classroom teacher in adapting instruction and curriculum according to the IEP.

II. Course Objectives:

1. Candidates will participate in gathering information regarding intellectual, social & emotional strengths, needs, and learning styles of individual students.
2. Candidates will research and apply instructional approaches which nurture critical thinking skills, model problem solving, and encourage student achievement.
3. Candidates will use information about student families, cultures, and communities as the basis for connecting instruction to student experiences
4. The candidate will develop, implement, and evaluate lesson plans which meet the individual and developmental needs of learners.
5. Candidates will research and incorporate appropriate educational technology within their instructional planning to support learner achievement.
6. Candidates will model a variety of effective and respectful communication techniques which support student engagement and learning.
7. The candidate will understand the role of special education in supporting student learning and achievement socially, emotionally, behaviorally, and intellectually.
8. The candidate will understand the role and responsibility of the general education teacher towards the implementation of the IEP in the general education setting

III. Standards of Effective Teaching:

Standard 2: Student Learning

A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development.

The Teacher must:

- 2A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;
- 2B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;
- 2F. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks; and
- 2G. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking.
- 2H. demonstrate knowledge and understanding of concepts related to technology and student learning.

Standard 3. Diverse Learners.

A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

The teacher must:

- 3C. Know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;
- 3D. Understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;
- 3H. Understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;
- 3I. Understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;
- 3K. Identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs;
- 3O. Use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;
- 3R. identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

Standard 4: Instructional Strategies.

A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

The teacher must:

- 4A. understand Minnesota's graduation standards and how to implement them;
- 4C. Understand principles and techniques, along with advantages and limitations, associated with various instructional strategies
- 4E. Nurture the development of student critical thinking, independent problem solving, and performance capabilities;
- 4F. Demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;
- 4G. Design teaching strategies and materials to achieve different instructional purposes and to meet

- student needs including developmental stages, prior knowledge, learning styles, and interests;
- 4H. Use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;
 - 4I. Monitor and adjust strategies in response to learner feedback;
 - 4J. Vary the instructional process to address the content and purposes of instruction and the needs of students;
 - 4K. Develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking. Use educational technology to broaden student knowledge about technology, to deliver instruction; and
 - 4L. Use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning and
 - 4M. develop, implement and evaluate lesson plans that include methods and strategies to maximize learning that incorporate wide variety of materials and technology resources.

Standard 5. learning environment.

A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

The teacher must:

- 5M. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;
- 5R. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.

Standard 6. communication.

A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

The teacher must:

- 6F. use effective listening techniques;
- 6H. use effective communication strategies in conveying ideas and information and in asking questions;
- 6J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question; and
- 6K. use a variety of media and educational technology to enrich learning opportunities.

Standard 7: Planning Instruction.

A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

The teacher must:

- 7B. plan instruction using contextual considerations that bridge curriculum and student experiences;
- 7C. plan instructional programs that accommodate individual student learning styles and performance modes;
- 7D. create short-range and long-range plans that are linked to student needs and performance;
- 7F. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;

- 7G. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired

IV. Course Textbooks and Related Readings:

1. Gregory, G. & Chapman, C. (2008). *Differentiated Instructional Strategies: One Size Doesn't Fill All*. New York: Corwin Press.
2. Polloway, E., Patton, J., Serna, L. (2007). *Strategies for Teaching Learners with Special Needs*. New York: Prentice Hall.
3. Marzano, R. (2007). *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*

V. Class Participation Policy

Class participation is a critical component of STL 413. Speaking with and listening to your peers can help you to develop your professional pedagogy in regard to instruction. Because your participation is so important for this class, you are expected to attend each session in its entirety and to come prepared to participate in both the large and small group activities. You are expected to come to class with material read so you will be able to thoughtfully contribute to class discussions and activities.

VI. Course Assignments:

1. Review Interview Observe for IEP student in practicum – Create a record of data collected for a student with an IEP by:
 - a. completing a review of school records
 - b. interview a service provider
 - c. observing the student.
 - d. submit on Livetext

2. Profile of Learner Support Services - Investigate the model for providing learner support services being utilized in the school where you are placed for your practicum. Write a summary describing the model and identifying any positive and negative aspects you encountered.

3. Compare and contrast typical learning characteristics of students across disability categories. Possible format: research paper, PowerPoint presentation, Visual Organizer with text and images to support content, summary of trade book on this topic (25 points: content is thorough, content is accurate, citations are included, appearance is attractive, work is original, work is free from grammatical and spelling errors, work is reflective of current research)

4. Describe the curriculum needs of student with disabilities. Possible format: research paper, PowerPoint presentation, Visual Organizer with text and images to support content. (content is thorough, content is accurate, citations are included, appearance is attractive, work is original, work is free from grammatical and spelling errors, work is reflective of current research)

5. Complete 3 Differentiated Lesson Plans

The candidate will create differentiated lesson plans to use for instruction of a math and a series of writing lessons in their practicum setting. Candidates will use the lesson plan format presented in class and will appropriately address the needs of the learners as evidenced by data previously collected through the progress monitoring assignment completed in the STL 388 course. Project will include topic, scope and sequence of lessons, and lessons from the format presented in class.

6. Demonstrates a lesson. Video tape yourself teaching, review and complete critique.

7. Prepare for and participate in a mock IEP meeting based on an assigned case and role. Post-experience reflection.

8. Reflective essay in response to course objectives.

VII. Academic Honesty

The University expects all students to represent themselves in an honest fashion. In academic work, students are expected to present original ideas and give credit for the ideas of others. The value of a college degree depends on the integrity of the work completed by the student. When an instructor has convincing evidence of cheating or plagiarism, the following actions may be taken: assign a failing grade for the course in which the student cheated or instructors may choose to report the offense, the evidence, and their action to the Dean of their college or the Vice President for Academic Affairs. If the instructor (or any other person) feels the seriousness of the offense warrants additional action, the incident may be reported to the Student Conduct Committee through the Student Support Services Office. The Student Conduct Committee will follow procedures set out in the Student Conduct Code. After its review of the

case and a fair, unbiased hearing, the Student Conduct Committee may take disciplinary action if the student is found responsible (see Student Conduct Code for details).

A student who has a course grade reduced by an instructor because of cheating or plagiarism, and who disputes the instructor's finding, may appeal the grade, but only by using the Grade Appeal Policy, which states that the student must prove the grade was arbitrary, prejudicial, or in error.

Maintaining academic honesty:

Plagiarizing, inadequately citing, or cheating on exams or assignments will not be tolerated!

****Plagiarism is copying someone else's work or something they have said and using it as your own. This may be copying something word for word or copying someone else's ideas without citing their name.**

VIII. Course Outline

Date	Topic	Readings and Assignments <u>Due</u> for Today's Class
Week #1	Course Overview & Introduction Understanding the Learner Assessing the learner's strengths and needs	Differentiated Instructional Strategies (Gregory) Ch. 3
Week #2	Course Overview & Introduction Understanding the Learner Assessing the learner's strengths and needs	Differentiated Instructional Strategies Ch. 4 RIO for IEP student
Week #3	Instructional Approaches & pedagogy	Strategies for Teaching Learners with Special Needs (Palloway, Patton, and Serna) Ch. 4 Student characteristics comparison
Week #4	Learning Environment	Differentiated Instructional Strategies Ch. 2 Profile of Learner Support Services
Week #5	Learning Environment	Strategies for Teaching Learners with Special Needs Ch 3 P. 87

Date Week #6	Topic	Readings and Assignments <u>Due</u> for Today's Class
	Curriculum and Instruction	Differentiated Instructional Strategies (Gregory) Ch. 6
Week #7	Curriculum and Instruction for differentiation	Differentiated Instructional Strategies ch. 1 Curriculum needs of student with disabilities
Week #8	Lesson Planning	Differentiated Instructional Strategies (Gregory) Ch. 8
Week #9	Content area instructional strategies: Reading & Written Language	Strategies for Teaching Learners with Special Needs Ch 5 & 6 Lesson Plan 1
Week #10	Content area instructional strategies	Strategies for Teaching Learners with Special Needs Ch 7 & 8 Lesson Plan 2
Week #11	Educational Technology	Demonstration Lesson
Week #12	The Role of Special Ed	Strategies for Teaching Learners with Special Needs Ch. 1 Lesson Plan 3
Week #13	Collaboration SpEd & Gen. Ed	Strategies for Teaching Learners with Special Needs Ch. 2
Week #14	Gen Ed. Roles and Responsibilities for IEPs	Reflective Essay
Week #15	Mock IEP meetings	Case study readings, planning and preparation

Special Accommodations:

Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disability Services at (218) 477 - 5859 (phone) or 1-800-627-3529 (TTY), CMU 114 as soon as possible to ensure that accommodations are implemented in a timely fashion.

References:

- Gregory, G. & Chapman, C. (2008). *Differentiated Instructional Strategies: One Size Doesn't Fill All*. New York: Corwin Press.
- Harvey, S. & Goudvis, A. (2007). *Strategies That Work: Teaching Comprehension for Understanding and Engagement*. Stenhouse Publishers.
- Marzano, R. (2007). *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*
- Marzano, Robert J., Pickering, Debra J., & Pollock, Jane E. (2001). *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development
- Pollaway, E., Patton, J., Serna, L. (2007). *Strategies for Teaching Learners with Special Needs*. New York: Prentice Hall.
- Wiggins, G. (2005). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development
- Wong, H. & Wong, R. (2009) *The First Days of School: How to Be an Effective Teacher*. New York: Harry K. Wong Publications.

CONCEPTUAL FRAMEWORK OF THE MSUM TEACHER EDUCATION UNIT

MSUM candidates are becoming professionals who are knowledgeable, reflective, humanistic, and creative.

Knowledgeable: MSUM candidates display competence in their subject matter, built upon a strong grounding in liberal studies. MSUM candidates understand the principles of learning, assessment and technology. They understand and apply legal and ethical considerations to all aspects of their work. MSUM candidates are able to integrate theory and practice, and view learning as an active process. MSUM candidates demonstrate the ability to model connections between philosophical foundations and best practices in the field. As life-long learners, MSUM candidates engage in research and complex thinking. They design opportunities for others to seek knowledge and to understand themselves as members of the world community.

Reflective: MSUM candidates engage in thoughtful analysis of the meaning and significance of their actions, decisions, and results with regard to their work in order to assess progress in meeting this guiding principle. It is through this reflective process that candidates improve instruction, implement new ideas, abandon ineffective methodologies, and enhance learning outcomes for their students. MSUM candidates are skilled at analyzing their teaching from a variety of perspectives and identifying connections between teaching strategies and student learning. In addition, candidates utilize a variety of techniques to question their procedures and consider alternatives for instruction and student growth. MSUM candidates recognize learning, motivational, and developmental variables and relate those dimensions to their teaching practices. Finally, MSUM candidates bring a questioning spirit to received wisdom and conventional practice when needed.

Humanistic: MSUM candidates value the personal worth of each individual. This is based on a belief in people's potential and innate ability to develop to their fullest. MSUM candidates' actions are grounded in knowledge of different cultural and ethnic groups within the world community, and in knowledge of the influence of culture and history, ethnicity, language, gender and socio-economics on one's life. This knowledge base informs candidates' decision-making as they create environments that promote freedom, compassion, and success for all learners. MSUM candidates are fair-minded in their interactions with others, as well as sensitive to and accepting of individual differences. Further, MSUM candidates have an understanding of aesthetics and the diversity that is part of the human

experience and will incorporate this knowledge into their work. MSUM candidates recognize and accommodate a variety of linguistic and nonlinguistic interpersonal skills in their actions with others. MSUM candidates foster resiliency in the students with whom they work and model these qualities in their own work.

Creative: MSUM candidates understand the powerful resources of the arts and sciences and use their knowledge of these areas to bring the best of their imaginative and creative acts into the classroom. MSUM candidates recognize the important role creativity plays in the design of instruction and classroom environment. They will, for themselves and for their students, meet new situations with resourcefulness, excitement and curiosity, with an investigative attitude, and with the ability to pose, seek and design solutions to problems. MSUM candidates are cognizant of the aesthetic elements of the world and draw on that knowledge to make curricular decisions designed to help students not only learn about aesthetics, but to also learn how to think about the world at large.