

Minnesota State University Moorhead

STL 480: Advanced Models of Teaching and Assessment

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites:

This course requires the following prerequisite

STL 380 - Models of Teaching and Assessment

Corequisites: None

MnTC Goals: None

In this course teacher candidates will build upon their knowledge of the teaching and learning cycle introduced in coursework throughout their program. Candidates will plan lessons which incorporate deep student engagement, inclusive teaching strategies, and appropriate formative and summative assessment practices. Lesson plans will focus on classroom standards and lesson objectives with consideration given to learner needs. Candidates will implement their lesson plans in their placement classroom with the opportunity to analyze and reflect upon their instruction. The course is taken concurrently with an extensive field placement in order to allow students to demonstrate proficiency in utilizing the teaching and learning cycle. The course will also place continued emphasis on collaboration and team-planning for meeting individual learner needs.

B. COURSE EFFECTIVE DATES: 01/01/2019 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Lesson planning and assessment objectives
2. Formative and summative assessment
3. Reliability and validity in assessment
4. Designing assessments
5. Data based decision-making
6. Acceleration
7. Feedback
8. Vocabulary development
9. Student motivation
10. Scaffolding

D. LEARNING OUTCOMES (General)

1. Use a student's strengths as a basis for growth, and a student's errors as opportunities for learning.
2. Assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains.
3. 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.
4. Design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests.
5. Use multiple teaching and learning strategies to engage students in active learning opportunities that promote development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.
6. Vary the instructional process to address the content and purposes of instruction and the needs of students.
7. 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 (also SPED 225).
8. Develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.
9. 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 choice in their learning, and leading students to ask questions and pursue problems that are meaningful to them and their learning.
10. Analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
11. Organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.
12. Plan instruction using contextual considerations that bridge curriculum and student experiences.
13. Create short-range and long-range plans that are linked to student needs and performance.
14. 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.
15. Evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning.
16. Select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
17. Use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities.
18. Use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests.
19. Use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies.
20. Implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning.
21. Evaluate the effect of class activities on both individuals and the class as a whole using instruction gained through observation of classroom interactions, questioning, and analysis of student work.
22. Monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals.
23. Establish and maintain student records of work and performance.

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24. Responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues.
25. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
26. Understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment.
27. Use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice.
28. Consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments.
29. Apply evidence-based methods, strategies, universal design for learning, and accommodations including assistive technologies to meet individual student needs and provide access to grade-level content standards.
30. Use evidence-based instruction, knowledge of subject matter, grade-level standards, task analysis, and student performance data to sequence instruction and accelerate the rate of learning.
31. Teach in a variety of service delivery models, including the delivery of special designed instruction in the general education classroom and collaboration with other educational professionals and paraprofessionals.
32. Engage in continuing professional development and reflection to increase knowledge and skill as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families.
33. Cultivate professional relationships that encourage peer observation, coaching, and systems for giving and receiving feedback from colleagues to enhance student instruction and program outcomes.
34. Design, implement, modify, and adjust instructional programs and processes and adapt materials and environments to enhance individual student participation and performance when serving students with a range of disabilities and diverse needs.
35. Design functional and safe school and classroom environments, utilize classroom management theories and strategies, establish consistent classroom-based positive behavior support practices, and apply individual positive behavioral interventions and practices to support learning, behavior, social, and emotional needs.
36. Provide and receive consultation and collaborate with educators, specialists, families, paraprofessionals, and interagency professionals for the purposes of observation, problem-solving, providing positive behavior supports, and coaching in order to improve the academic and nonacademic performance of children and youth.
37. Cultivate professional relationships that encourage peer observation, coaching, and systems for giving and receiving feedback from colleagues to enhance student instruction and program outcomes.
38. Understand and apply the research base for and best practices of kindergarten and elementary level education.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted