MSUM COURSE SYLLABUS

ED 632 Curriculum, Instruction, and Learning Theory

CREDIT HOURS: 4 Semester Hours
CLASS TIME: Spring
INSTRUCTOR: Dr. Mike Coquyt
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E-MAIL: michael.coquyt@mnstate.edu
OFFICE PHONE: 218-477-2019 (Cell) 320-220-4553
Office Hours: Wednesday 8:00-4:00 & Thursday 8:00-3:00 (anytime via email)

Course Description

Education 632 provides school leaders with the ability to understand major curriculum design models, interpret school district curricula, initiate needs analyses, plan and implement with staff a framework for instruction, align curriculum with anticipated outcomes (graduation standards), monitor social and technological developments as they affect curriculum, and adjust content as needs and conditions change.

Purpose of Course

The purpose of Education 632 is to familiarize teachers and administrators with foundations of curriculum development and assessment at national, state, and local levels. Emphasis is given to providing knowledge and skills pertaining to student learning, pedagogy, and effective school and classroom leadership. Students engage in collaborative group exercises designed to emulate a school/community initiative for the development and implementation of a curriculum and assessment plan to enhance student learning.

Required Textbooks


Performance Outcomes

Performance Outcomes

Minnesota Administrative Competencies addressed in this include the following:

ED 632 Core Competencies
A: A9, A10
  9 Demonstrate the ability to facilitate and motivate others;
  10 Demonstrate the ability to implement change or educational reform.

B: B2
  2 Define and use processes for gathering, analyzing, managing and using data to plan and make decisions for program evaluation;

C: C1, C2, C3, C4, C5
  1 Demonstrate an understanding and recognition of the significance of diversity, and respond to the needs of diverse learners;
  2 Create and monitor a positive learning environment for all students;
  3 Create and monitor a positive working environment for all staff;
  4 Promote sensitivity of diversity throughout the school community;
  5 Demonstrate the ability to adapt educational programming to the needs of diverse constituencies.

F: F2, F6
  2 Demonstrate facilitation skills
  6 Make presentations that are clear and easy to understand

H: H1, H2, H3, H4, H5, H6, H7

  1 Demonstrate the ability to enhance teaching and learning through curriculum assessment and strategic planning for all learners, including pre-k-elementary, middle/junior high school, high school, special education and adult levels;
  2 Demonstrate the ability to provide planning and methods to anticipate trends and educational implications;
  3 Demonstrate the ability to develop, implement and monitor procedures to align, sequence and articulate curriculum and validate curricular procedures;
  4 Demonstrate the ability to identify instructional objectives and use valid and reliable performance indicators and evaluative procedures to measure performance outcomes;
  5 Appropriately use learning technologies;
  6 Demonstrate an understanding of alternative instructional designs, curriculum, behavior management and assessment accommodations and modifications;
  7 Demonstrate an understanding of the urgency of global competitiveness.

I: I1, I2, I3, I4, I5, I6

  1 Demonstrate an understanding of research of learning and instructional strategies;
  2 Describe and apply research and best practices on integrating curriculum and resources to help all learners achieve at high levels;
  3 Demonstrate the ability to utilize data for instructional decision making;
  4 Demonstrate the ability to design appropriate assessment strategies for measuring learner outcomes;
  5 Demonstrate the ability to implement alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications;
  6 Demonstrate the ability to appropriately use technology to support instruction;

**Principals’ Competencies:**

A: A1, A2

  1 Demonstrate the ability to understand and apply school-wide literacy and numeracy systems;
  2 Demonstrate the ability to understand and apply district-wide literacy and numeracy systems.

B: B1, B6
1. Demonstrate the ability to create a culture that fosters a community of learners.
2. Demonstrate the ability to understand and support a comprehensive program of student activities.

C: C1, C2, C3, C4, C5

1. Demonstrate understanding of the articulation and alignment of curriculum from pre-school through grade 12;
2. Demonstrate understanding of different organizational systems and structures at pre-K, elementary, middle or junior high and high school levels;
3. Demonstrate the ability to work with children of all ages;
4. Demonstrate the ability to work with parents, teachers and other staff in all levels of schooling;
5. Demonstrate understanding of the characteristics of effective transition from one level of schooling to the next.

**National Board of Professional Teaching Standards**

**Proposition 1: Teachers are Committed to Students and Learning**

1A. National Board Certified Teachers (NBCT)’s are dedicated to making knowledge accessible to all students. They believe all students can learn.

1B. They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.

1C. NBCTs understand how students develop and learn.

1D. They respect the cultural and family differences students bring to their classroom.

**Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.**

2B. They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.

2C. They are able to use diverse instructional strategies to teach for understanding.

**Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.**

3A. NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.

3B. They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.

3C. NBCTs know how to assess the progress of individual students as well as the class as a whole.

3D. They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

**Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.**
NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.

They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.

Proposition 5: Teachers are Members of Learning Communities.

NBCTs collaborate with others to improve student learning.

They work with other professionals on instructional policy, curriculum development and staff development.

They know how to work collaboratively with parents to engage them productively in the work of the school.

Students who successfully complete Education 632 will have developed documents and products to demonstrate the ability to demonstrate proficiency with NCATE Standard 2.

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Meets Standards for School Building Leadership</th>
<th>Meets Standards for School District Leadership</th>
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<tbody>
<tr>
<td>2.1 Promote Positive School Culture</td>
<td>a. Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.</td>
<td>a. Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.</td>
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<tr>
<td>2.2 Provide Effective Instructional Program</td>
<td>a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.</td>
<td>a. Candidates demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.</td>
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<td>b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners’ diverse needs.</td>
<td>b. Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district’s improvement and accountability systems.</td>
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<td>c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.</td>
<td>c. Candidates demonstrate the ability to use and promote technology and</td>
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information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.

d. Candidates demonstrate the ability to allocate and justify resources to sustain the instructional program.

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<tr>
<th>2.3 Apply Best Practice to Student Learning</th>
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<tr>
<td>a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.</td>
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<td>b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.</td>
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<td>c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.</td>
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<th>2.4 Design Comprehensive Professional Growth Plans</th>
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<td>a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.</td>
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<tr>
<td>b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth</td>
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<tr>
<td>a. Candidates demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.</td>
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<td>b. Candidates demonstrate the ability</td>
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plans with teachers and other school personnel.
c. Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.

to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.
c. Candidates develop personal professional growth plans that reflect commitment to life-long learning and best practices.

**Standard 2.0 Narrative Explanation:**

This standard addresses the need for educational leaders to position teaching and learning at the focal point of schools. It accepts the proposition that all students can learn and that student learning is the fundamental purpose of schools. To this end, educational leaders are responsible for ensuring that decisions about curriculum, instructional strategies (including instructional technology), assessment, and professional development are based on sound research, best practice, school and district data, and other contextual information and that observation and collaboration are used to design meaningful and effective experiences that improve student achievement. Educational leaders must capitalize on diversity to create a school culture that promotes respect and success for all students. All members of the school community should have confidence in the integrity of the decision-making process for school improvement and the appropriateness of that process, thus ensuring dignity and respect for all. Successful educational leaders must be able to identify, clarify, and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations. In addition, this standard requires that educational leaders be learners who model and encourage life-long learning. They should establish a culture of high expectations for themselves, their students, and their staff. Candidates preparing to lead schools or districts must be able to assess the culture and climate on a regular basis. They must also understand the importance of supervision and be able and willing to evaluate teacher and staff performance using a variety of supervisory models.

For a complete list of NCATE standards, see


<table>
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<tr>
<th>Date</th>
<th>Topics and Assignments Checklist (Subject to Modification)</th>
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| Week 1 | 1. Review Syllabus and D2L Site (Watch ED 632 Intro. Video)  
2. Download Lecture Notes and watch video from Content on D2L  
3. Introduce yourself to your classmates and explain what you hope to learn in this course by Date via (Voicethread). Note**All Discussion Questions will be done via Voicethread.  
4. Students are to go to their schools and retrieve a document (curriculum map, curriculum guide, course descriptions, essential learnings documents, etc.) that is indicative of curriculum at their school. In other words, formal, explicit, or some other type of curriculum (other than null or hidden). You will need this document for the next Voicethread discussion. (NBCT 4a, 4c, 5a)  
5. Watch/Read Chapters 1 & 2 Heacox Video/Powere-point  
6. Take Curriculum Quiz.  
7. Read (Research Problem – Question) in Readings/Video tab on D2L  
8. Look over 5-Day Differentiated Lesson Plan Assignment at the end of the syllabus |
and begin making preparations.

9. Identify an issue/problem that you believe exists in your classroom related to your students’ inability to (do something) read for understanding, get homework in on time, follow proper sequence of steps, take subject seriously or not…it is totally up to you. Basically, they are having a hard time learning something. Submit your issue/concern (1 page minimum) in the Drop-Box by DATE.

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<th>Date</th>
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| Week 2 | 1. Download Week 2 Lecture Notes regarding curriculum mapping and essential learning  
2. Reflection paper: After reading/reviewing the different learning theories, write a 2-3 page reflection paper identifying how each theory is or is not present in your classroom today. Attempt to link the pedagogical content to the theory if possible. (NBCT 2a, 4a, 4b, 4c)  
3. Download curriculum assignment from D2L content under assignments. Directions: In thinking about curriculum for your ideal school district, complete the following sections regarding curriculum. Keep in mind curricular distinctions in the lecture notes and discussion postings regarding curriculum. Assignment covers student understanding of formal, explicit, implicit, null, and extra curriculum. (NBCT 4a, 4c, 5a). Curriculum assignments need to be uploaded to the drop box on D2L by Date.  
4. Read Bradbury & Howell document under content on D2L site  
5. Read Chapter 3 from Heacox Book  
6. Individual (or group) discussions (WebEx) on progress made for Differentiated Lesson Plan.  
7. Watch RTI Part 1 video (Shannon Dahlberg)  
8. Watch/Read Chapter 4 Heacox Video/PowerPoint  
9. Post a response to the discussion question and to one other learner by DATE via VoiceThread |
| Week 2 Discussion Question: | Please summarize the function of the curriculum document you retrieved. In addition, list document aspects that would be viewed as important in terms of practice or application to the educational setting with which the document is associated. If possible, incorporate (tie in) material from the Bradbury and Howell reading. (NBCT 2a, 4a, 4b, 4c) |
| Week 3 | 1. Download week 3 Lecture Notes  
2. Read backward design document under reference documents located under content on D2L  
3. Download the syllabus template from assignments under the content section of D2L  
4. Review syllabus examples under content on D2L  
5. Watch RTI Part 2 video (Shannon Dahlberg)  
6. Watch/Read Chapter 5 & 6 Heacox Video/PowerPoint  
7. Perform a short (2-3 page, minimum 6 source) literature review on the problem/concern from the first week of class. Drop your findings (along with the citations from your articles) into the Drop-Box by DATE. (1a, 1c, 1d, 1e, 2b, 3d, 4a, 4c) |
8. First WebEx Discussion (Topic-groups-date/TBD)
9. Take the Curriculum Development Quiz

Week 4

1. Download Week 4 Lecture Notes that cover demographic information and learning modalities
2. Download and complete modality preferences instrument survey that is located under the assignment section of content on D2L
3. Individual (or group) discussion (via WebEx) on progress made on Differentiated Lesson Plan
4. Complete: (RTI video Reflection – Phase 1) and put it in the Drop-Box by DATE. See RTI Reflection Document under Readings – Video tab on D2L. 6) Response to Intervention (RTI) Phase 1 assignment. Explain what knowledge or new understanding of previous knowledge have you acquired from the RTI videos that you perceive will influence your practice. Give specific examples from the videos. 2 pages minimum. (1a, 1b, 1e, 2b, 3c, 3d, 4a, 4b, 4c, 5d)
5. Read Chapters 7 & 8 in Heacox Book

Week 5

1. Download Week 5 Lecture Notes on multiple intelligences and classroom management.
2. Complete Multiple Intelligences Test by going to http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/index.htm or another online site at which you can complete this survey.
3. Post a response to the discussion question (below) and respond to one other student by DATE, 11:59 pm (Voicethread)
4. Read chapters 9 & 10 in Heacox Book
5. Complete: (How do our Current Practices Align with the Essential Elements of RTI – Phase 2) and put it in the Drop-Box by DATE. How do our Current Practices Align with the Essential Elements of RTI – Phase 2. Find document on D2L under Assignments. Students are to examine their school’s current reality, desired outcomes, and short-term goals. A few of the elements evaluated are: instructional standards that are research based, universally screening of all students, progress monitoring, and communication efforts with parents. (1a, 1b, 1d, 1e, 1f, 2b, 3c, 3d, 4a, 4c, 5c, 5e)
6. Students will do one of the following:
7. Create a 250—500 word Web site review. Students should find a reputable site that deals with student diversity as related to philosophy of education, learning preferences, multiple intelligences, or demographic information. This should be completed consistent with the examples on D2L under content.
8. Create a PowerPoint of no more than 10 slides that focuses on diversity as related to philosophy of education, learning preferences, multiple intelligences or demographic information relevant to these topics
9. Write a poem or song that deals with diversity as related to philosophy of education, learning preferences, multiple intelligences or demographic information relevant to these topics
10. Draw and scan in a picture that illustrates diversity as related to philosophy of education, learning preferences, multiple intelligences or demographic information relevant to these topics

The project of your choice must be uploaded to the drop box by 11:59 pm on Date. (1a, 1b, 2c, 3a, 3d, 4b, 4c)
**Week 5 Discussion Question**

*Please summarize the interpretation of your score from the Modality Preferences Survey and the Multiple Intelligences Survey for Adults. Were you surprised by your scores? Please note whether you see these preferences influencing your performance as a teacher or other educational professional.* (4a, 4c, 5a)

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<th>Week 6</th>
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<tr>
<td>1. Download Week 6 Lecture Notes</td>
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<tr>
<td>2. Complete: (RTI Self-Report Needs Assessment – Phase 3) and put it in the Drop-Box by Date</td>
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<td>3. Continue reading the Heacox text on Differentiated Instruction.</td>
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<td>4. Individual (or group) discussion (via WebEx) on progress made on Differentiated Lesson Plan</td>
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<td>5. Write a Reflection Paper (or Present.me) to the following question…</td>
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<td><em>Please summarize, in your estimation, the most important points related to differentiated instruction in the Heacox book. In addition, compare and contrast similarities and/or differences between major points of the Heacox book and the Tomlinson presentations.</em> (2 page minimum) (1a, 1b, 1c, 1f, 2a, 2c, 3b, 4a, 4b, 4c, 5a)</td>
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<tr>
<td>6. Take Differentiated Instruction Quiz</td>
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<td>7. From your previous literature review, what (if anything) will you use to inform your teaching? In other words, from your research, what do you plan to do differently to address your initial problem/concern? Share your point of view with the instructor in a no less than 2 page summary by DATE in the appropriate Drop-Box. (1a, 1b, 1c, 1d, 1e, 1f, 2a, 2c, 3a, 3b, 4a, 4b, 4c, 5c)</td>
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<th>Week 7</th>
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<tr>
<td>1. Prepare a Differentiated Lesson Plan that spans at least one week. (SEE DETAILED EXPLANATION OF THIS ASSIGNMENT AT THE END OF THE SYLLABUS). The plan should contain evidence of differentiated instruction and the use of Bloom’s Taxonomy. The lesson plan can be at any grade or subject level. The plan should contain outcomes, timeframes, assessments, and differentiated instructional strategies employed. Consult examples under content on D2L. Upload lesson plan to D2L drop box by DATE. (1a, 1b, 1c, 1d, 1e, 1f, 2b, 2c, 3a, 3b, 3d, 4a, 4b, 4c, 5e)</td>
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<th>Week 8</th>
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<tbody>
<tr>
<td>1. Download Week 8 Lecture Notes</td>
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<tr>
<td>2. Take Final Exam under Quizzes on D2L by 11:59 pm by DATE.</td>
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<tr>
<td>2. Complete Course Evaluation by 11:59 pm on DATE.</td>
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Reasoned Action Leadership

In the Reasoned Action leadership model, the research on and our knowledge of the activities and principles of teaching surround all other components of the school leadership process. This portion of the knowledge base then serves as a conceptual framework for those aspects of education, which deal most specifically with school leadership. In this manner – with the principles of teaching encompassing the principles of administration – the interdependence of teachers and administrators is given recognition and reinforcement.

The Performance Nucleus – Inside the conceptual frame, a performance nucleus exists which is best described as an “input – output leadership performance scheme.” It represents a development process, which begins with the curricular organization of the Tri-College University educational administration program. In the Reasoned Action Leadership model, the curriculum is organized into five broad areas or curricular building blocks (I – Personal and Professional Development; II – Instructional Leadership; III – Organizational Leadership; IV – Political and Community Leadership; V – Role Specialization. Education 632/732 is a part of Block II.

The instruction planned is intended to affect students and to be affected by students. In-class experiences are planned which (a) assist students in becoming more aware of their own personal nature, talents, and abilities, and (b) allow for a professor-to-student and student-to-student developmental influence of personal, value-orientated characteristics. Acceptable academic performance in this course and positive participation in the planned activities, coupled with possession of necessary idiographic characteristics, should facilitate acceptable reasoned action.

It is intended that the combined impact of the encompassing conceptual frame and the leadership performance nucleus of the model employed in this course is such that outputs – the leadership behaviors of educators – are consistent with the current research and knowledge of the field as well as with the program faculty’s beliefs about the essential character and performance requirements for school leaders as they develop effective schools.

Purpose of Related Courses

Related courses such as Education 635; Personnel, Supervision, and Staff Development, Education 642; Elementary School Curriculum, Education 643; Secondary School Curriculum, and Education 680; Instructional Models afford students the opportunity to expand their knowledge of and skills for curriculum development and assessment.

Professional Ethics

Work in this course must be completed in a manner consistent with the MSUM 2012-2013 Student Handbook policy on Academic Honesty, P-13.

Special Information

A student with a disability or other special needs and who requires special accommodations for success in this course is invited to share those concerns or requests with the instructor as soon as possible. Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disability Services at 477-5859 (Voice) or 1-800-627-3529 (MRS/TTY), CMU 114 as soon as possible to ensure that accommodations are implemented in a timely fashion.

Student projects, tests, etc. will be kept on file for 60 days following the last class period. All student work not picked up during the 60 day period will be discarded.

Course Format and Organization
This course will be delivered asynchronous (completely on-line)

**Main Course Requirements**

Major course requirements include readings, independent and cooperative learning projects, and a final exam.

**Evaluation**

Students’ progress in the course will be evaluated by a mix of formal and informal assessment techniques, including the following:

- (a) quizzes/exams
- (b) discussion participation
- (c) assigned projects
- (d) final exam (essay format)

**Instructional strategies**

Instructional strategies for this course include readings, lectures, online discussion, exploration of online resources, field observation, interviews, creative projects, and cooperative learning.

**Final grade**

Your grade for the course will be calculated on the basis of the total points you have accumulated as a percentage of possible points:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>90-93.9</td>
<td>A-</td>
</tr>
<tr>
<td>87-89.9</td>
<td>B+</td>
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<tr>
<td>84-86.9</td>
<td>B</td>
</tr>
<tr>
<td>80-83.9</td>
<td>B-</td>
</tr>
<tr>
<td>77-79.9</td>
<td>C+</td>
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<tr>
<td>74-76.9</td>
<td>C</td>
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<tr>
<td>70-73.9</td>
<td>C-</td>
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<tr>
<td>67-69.9</td>
<td>D+</td>
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<tr>
<td>64-66.9</td>
<td>D</td>
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<tr>
<td>60-63.9</td>
<td>D-</td>
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<tr>
<td>59.9 or below</td>
<td>F</td>
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**Conceptual Framework:**

Minnesota State University Moorhead 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.

**Signature Assignment**

**Differentiated Five-Day Learning Segment**

In this assignment you will develop a five-day learning segment that you will teach in your classroom. Successful completion of this assignment will demonstrate that you have the abilities to:

- develop knowledge of subject matter, content standards, and subject-specific pedagogy (UNDERSTANDING OF PEDAGOGICAL CONTENT)
- develop and apply knowledge of varied student needs (UNDERSTANDING OF THEORIES OF PEDAGOGY AND LEARNING)
- consider research and theory about how students learn (UNDERSTANDING OF THEORIES OF PEDAGOGY AND LEARNING)
- reflect on and analyze evidence of the effects of instruction on learning (ASSESSMENT OF STUDENT LEARNING)

**Steps to developing the learning segment and reflection:**

- Provide a context for teaching your learning segment (i.e., information about the school where you are teaching; special features of the school you are teaching; any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests; time devoted each day for the lessons, textbook or instructional program primarily used; other resources (e.g., electronic whiteboard, classroom library or other text sets, on-line professional resources) you use; grade level; number of students in the class; variety of students in the class (English Language Learners, gifted students, students with IEPs, underperforming students)
- Write a plan for each lesson in your learning segment—your lesson plans should be detailed enough that a substitute teacher could teach the lesson
- Lesson plan should include:
• State-adopted student academic content standards and/or Common Core State Standards that are the target of student learning (List the number and text of each standard that is being addressed in each lesson. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.)
• Learning objectives associated with the content standards
• Informal and formal assessments used to monitor student learning, including type(s) of assessment and what is being assessed (ASSESSMENT OF STUDENT LEARNING)
• Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs (reference to evidence-based strategies) (INSTRUCTIONAL STRATEGIES)
• Instructional resources and materials used to engage students in learning (INSTRUCTIONAL STRATEGIES)
• Submit copies of all written assessments. (Submit only the blank assessments given to students) (ASSESSMENT OF STUDENT LEARNING)

After developing the lesson plans, write a reflection that:
• Describes the central focus and purpose for the content you will teach in the learning segment.
• Explain how your plans build on each other to help students make connections.
• Knowledge of your students to inform teaching—What do students know, what can they do, and what are they learning to do?
• Personal/cultural/community assets related to the central focus—What do you know about your students’ everyday experiences, cultural backgrounds and practices and interests?
• Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs. (Consider students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.) (UNDERSTANDING OF PEDAGOGICAL CONTENT)
• Identify how the instructional strategies are supported by learning theory. (UNDERSTANDING OF THEORIES OF PEDAGOGY AND LEARNING)
• Describe how your planned formal and informal assessments will provide direct evidence that students have developed the learning objective. (ASSESSMENT OF STUDENT LEARNING)
• Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning. (ASSESSMENT OF STUDENT LEARNING)
• Describe the assessment you used to develop the students’ developing knowledge and identify the evaluation criteria that was used to analyze student learning. (ASSESSMENT OF STUDENT LEARNING)
• Collect and analyze student work from the selected assessment to identify quantitative and qualitative patterns of learning within, and across learners in, the class. (ASSESSMENT OF STUDENT LEARNING)
• Select 3 student work samples that represent the patterns of learning (i.e., what individuals or groups generally understood and what a number of students were still struggling to understand) you identified in your assessment analysis. These students will be your focus students for the remainder of this reflection, a student with an IEP (Individualized Education Program), an English language learner, a struggling reader or writer, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge. (ASSESSMENT OF STUDENT LEARNING)
• Document the feedback you gave to each of the 3 focus students. (ASSESSMENT OF STUDENT LEARNING)
• Based on your analysis of student learning describe next steps for instruction for the whole class for the 3 focus students and other individuals/groups with specific needs (here you would submit the completed work samples with feedback documented) (ASSESSMENT OF STUDENT LEARNING; INSTRUCTIONAL STRATEGIES)
Explain how the next steps that follow from your analysis of student learning. Support your explanation with principles from research and/or theory. (UNDERSTANDING OF THEORIES OF PEDAGOGY AND LEARNING)