

Saint Mary's University of Minnesota
Schools of Graduate and Professional Programs
Norda Program
Fall 2011

Instructional Design and Classroom Management EDWN 600
3 credits
Blended Course

Course Meetings: Course meets twice during semester. Each meeting is Friday 6-9; Saturday 9-4

Prerequisite: Admission to Norda Alternative Licensure Program

Instructor: Margaret Foss, Ph.D.

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Course Description

This is one of two courses in the teacher certification process for participants in Project Teaching, an alternative certification program approved by the Wisconsin Department of Public Instruction. Participants learn about the conceptual framework for teacher licensure in Wisconsin and are guided in their development toward “proficient performance in the knowledge, skills, and dispositions in each of the 10 Wisconsin Teacher Standards” required for licensure. This course emphasizes instructional design and classroom management.

Student Learning Objectives

On completion of the course students are expected to be able to do the following.

- 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);
- 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);
- 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);
- 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);
- 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.

Textbooks

Texts are handed out during the first class meeting. Lemov, D. (2010). *Teach Like a Champion*. San Francisco, CA: Jossey-Bass. AND one of the following texts.

Curtin, E.M. (2009). *Pathways to Teaching Series: Practical Strategies for Teaching English Language Learners*. Upper Saddle River, New Jersey: Merrill. OR Danielson, C. (2010). *Pathways to Teaching Series: Teaching Methods*. Upper Saddle River, New Jersey: Merrill.

Texts also include websites listed on the Project Teaching home page Various supplemental materials will be handed out. Texts also include websites listed on the Project Teaching home page Various supplemental materials will be handed out.

Topical Course Outline

Session	Class meeting	Topics	Reading Assignments	Written Assignments
Prior to Session 1			<p>Investigate these Rural Education web sites: http://www.nrea.net/ http://www.ruralschools.org/resources/ http://www.edvantia.org/publications/... http://www.nwrel.org/ruraled/ http://www.parss.org/ http://www.mnrea.org/</p> <p>Scan these web sites. Read in depth those that seem most useful to you:</p> <p>General http://www.learnnc.org/lp/editions/firstyear/ http://www.ed.gov/teachers/how/tech/international/guide_pg10.html http://www.everythingsl.net/inservices/keys_effective_communication_91344.php http://www.managementhelp.org/commskls/cmm_face.htm</p> <p>Communicating with Colleagues and Administrators http://www.learnnc.org/articles/christinaryan http://www.nsrharmony.org/research.kuh.pdf http://www.massteacher.org/career/new_members/communications/communications_colleagues.cfm</p> <p>Parent Communication http://www.learnnc.org/lp/pages/2774 http://www.learnnc.org/lp/pages/736 http://www.learnnc.org/articles/ParentComm1 http://www.learnnc.org/articles/buher-parents0701 http://www.learnnc.org/articles/Conferences http://teacher.scholastic.com/professional/futureteachers/communicating.htm http://www.schenectady.k12.ny.us/Communication/HowWinningTeachersUseCommunication.htm http://www.teach-nology.com/ideas/parent_communication/ http://www.4teachers.org/testimony/sumner/index.shtml http://www.education-world.com/a_curr/profdev/profdev103.shtml http://www.educationworld.com/a_admin/admin/admin367.shtml http://www.slc.sevier.org/effecom.htm http://www.education-world.com/a_curr/voice/voice116.shtml</p>	

Session 1	Class meeting	Topics	Reading Assignments	Written Assignments
	Friday evening, Saturday	<p>Program Orientation & Logistics</p> <p>The Context of Teaching Role of the Wisconsin Department of Public Instruction Introduction to Wisconsin Teacher Standards, Wisconsin Academic Model Standards, (Benchmarks) Issues in education</p> <p>Child development Intellectual Social/Moral/Emotional Bloom's taxonomy and domains of learning Motivation</p> <p>Communication skills Written/Verbal/Nonverbal Communication within the school setting and outside the school</p>		
After Session 1			[following session 1, review materials in Danielson chapters 1, 3 & 4 OR Curtin 4, 10]	Rural Education Paper; Communication Paper
Before Session 2			Danielson chapters 5,6, 8, 9,10 OR Curtin 5,6,7,9 Lemov chapters 1, 2, 3, 4, 5 and view video examples	Description of students; Unit plan
Session 2	Friday evening, Saturday	<p>Student Behavior Management Models</p> <p>Instructional Strategies Including but not limited to differentiated Instruction, inquiry, direct instruction, Learning and Teaching Styles</p>		
After Session 2				Classroom Management Plan; Instructional Strategies Paper

Written Work Details

Assignments will be received and responded to primarily by email. If for some reason that doesn't work, the U.S. mail service will be used. All written work should be submitted in APA style and should include supporting citations whenever appropriate.

1. **Rural Education Paper (Standard 3)** Write a 3- to 5-page paper describing five perceived problems and five perceived advantages for rural schools.

Characteristic	Wow 5	OK – 4	Oops – 3
Advantages	Five clear advantages are described and discussed	Descriptions are not thorough or fewer advantages are addressed	Only one or two advantages are described
Problems	Five clear problems are described and discussed	Descriptions are not thorough or fewer problems are addressed	Only one or two problems are described
Clarity	Thinking is clear and follows logically	Minor flaws in logic exist in the overall paper	Thinking is a little disconnected
Writing mechanics	Few, minor errors	Some errors	Many errors

2. Communication with Students, Parents and Colleagues Paper (Standard 10)

- a. Write a 3-5-page paper describing a plan for teacher/student/parent/colleague communication. Address each of the following areas specifically:
 - *Parent Communication*: Include: regular communication, communication in cases of disciplinary problems, academic problems, and communication providing genuine praise.
 - *Communication with Colleagues*: Include: day-to-day communication, discussion of professional practice, collaboration.
 - *Communication with Administration*: Include: communication at the building and district levels, communicating in cases of formal complaints against a teacher, violations of the Code of Conduct, and emergency situations.

Characteristic	Wow 5	OK – 4	Oops – 3
Parents	Communication strategies are realistic and described completely	Strategies are incomplete or slightly unrealistic	Strategies are confusing and completely unrealistic
Colleagues/administration	Communication strategies are realistic and described completely	Strategies are incomplete or slightly unrealistic	Strategies are confusing and completely unrealistic
Community	Communication strategies are realistic and described completely	Strategies are incomplete or slightly unrealistic	Strategies are confusing and completely unrealistic
Writing mechanics	Few, minor errors	Some errors	Many errors

- b. **Student Communication (Standard 6)**: Write a 2-3 page paper to include: regular communication, communication in the classroom necessary for learning and teaching, in cases of disciplinary problems, academic problems, and communication providing genuine praise.

Characteristic	Wow 5	OK – 4	Oops – 3
Routine, regular	Communication strategies are realistic and described completely	Strategies are incomplete or slightly unrealistic	Strategies are confusing and completely unrealistic
Special circumstances	More than two (one positive and one negative) special circumstances are described in detail	At least two (one positive and one negative) special circumstances are described in detail	Special situations are not addressed fully
Cohesiveness	Overall plan makes sense and is consistent throughout	Plan is unrealistic or incomplete in a minor way	Plan is unrealistic or incomplete in a major way
Writing mechanics	Few, minor errors	Some errors	Many errors

3. Classroom Management Plan (Standard 5)

Outline a classroom management plan based on assigned readings and classroom discussions. Describe strategies for preventing misbehavior. Identify consequences for occasional and chronic misbehavior. Include a description of how you would incorporate conflict resolution in your classroom management routine.

Characteristic	Wow 5	OK – 4	Oops – 3
Prevention	Describes a clear set of steps to prevent misbehavior and keep students on task	Set of steps is missing something minor	Set of steps is missing something major
Conflict resolution	Describes the use of conflict resolution strategies between self and peers, and among students	Conflict resolution strategies are not described for both groups	Strategies are not clear enough to implement
Consequences: positive and negative	Clearly describes how to deal with positive and negative behaviors in an equitable way	One of the strategies is unrealistic or incomplete in its description	One of the situations is not fully described or strategies show favoritism of some sort
Cohesiveness of plan	Plan is clear and all components match one another in style or approach	A small mismatch is apparent among strategies	Strategies are disconnected in a significant way
Writing mechanics	Few, minor errors	Some errors	Many errors

4. Curriculum Unit Components

- a. 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.

Characteristic	Wow 5	OK – 4	Oops – 3
Description of student intellectual characteristics for the student group you're targeting	Characteristics are described fully and fit current thinking about intellectual development for the age you've selected	Characteristics have small errors in descriptions or are slightly off from that expected for your selected age	Characteristics are unclear or don't match those commonly identified for the age you've selected
Description of student social & personal characteristics for the student group you're targeting	Characteristics are described fully and fit current thinking about social and personal development for the age you've selected	Characteristics have small errors in descriptions or are slightly off from that expected for your selected age	Characteristics are unclear or don't match those commonly identified for the age you've selected
Connection to your unit	A brief, but clear explanation shows how your unit fits with the developmental stage of the students	There is a slight mismatch between the unit activities/goals and the student characteristics	Explanation is not connected to both unit and child development characteristics
Writing mechanics	Few, minor errors	Some errors	Many errors

This assignment continued on next page.

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

- Wisconsin Model Academic Standards
- Varied teaching strategies and learning opportunities
- Individual daily lesson plans (based on templates from class or your school)

Characteristic	Wow 5	OK – 4	Oops – 3
Unit matches Wisconsin Standards (WMAS)	Clear markings identify WMAS at the beginning of the unit	WMAS are matched to the unit in general terms, or include more WMAS items than needed	Selected standards do not fit the unit outcomes
Content/activities match objectives	Activities planned obviously support the selected objectives	Activities are disconnected from the objectives in a minor way	Mismatch of activities and objectives
Multiple learning strategies used	Learning activities use 4 or more different strategies	Activities use 3 different strategies	Only 1-2 strategies are used
Clear plans are written for each day	Each lesson is described succinctly, but with enough detail that someone else could follow the plan	Plans are too long or too short to be understood	Plans are unclear or have not been completely modified for use in this unit
Writing mechanics	Few, minor errors	Some errors	Many errors

5. Instructional Strategies Paper (Standard 4)

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 reflecting on the discussion.

Characteristic	Wow 5	OK – 4	Oops – 3
Instructional strategies	6 or more strategies are described and the appropriate audience is described for each	4-5 strategies are described, most include audience	2-3 strategies are described, with a couple suggesting appropriate audience
Strategy usefulness	Strengths and weaknesses of each strategy are identified	Strengths and weaknesses of most strategies are identified	A couple of strengths and weaknesses are mentioned
Interview	A concise description of the interview is included	The description of the interview is either too lengthy.	The description is incomplete
Personal reflections	Reflective comments directly connected to the interview and strategies are included and show careful thought about potential for personal use of several strategies	Reflective comments focus on only a couple of the strategies presented in the paper or interview	Reflections are too general or trite
Writing mechanics	Few, minor errors	Some errors	Many errors

Teaching Methods

- Class will include presentations by the instructor, group work, reading and research assignments and learner reports.
- Each class will provide for both formal and informal discussion.
- Additional handouts will be used.
- Instructor feedback will be provided on all submitted work.

Assessment of Student Performance

Complete all assignments on time. Assignments must meet the identified criteria, which includes, but is not limited to the following: appropriate use of the English language; citations used when needed; evidence of critical thought.

- Rural Education Paper *20 points*
- Communication Paper *20 points*
- Curriculum unit:
 - Description of students *20 points*
 - Unit plan *25 points*
- Classroom Management Plan *25 points*
- Instructional Strategies Paper *25 points*

Grade will be based on overall percent of points earned.

Grading Scale

A	90-100%
B	80-89%
C	70-79%
NC	below 70%

Writing Center & Library Services

Saint Mary's University's Twin Cities Campus Library is available to help students access online and print resources, develop search strategies, find scholarly sources, evaluate information, and more. Please see the Library Web page at www.smumn.edu/tclibrary. For further assistance, contact a librarian at the Twin Cities Campus Library at 612-728-5108 or toll-free at 866-437-2788, ext. 108.

Norda Policies for Successful Completion

PORTFOLIO

Progress in our certification program is based on two portfolios:

- Portfolio 1 is comprised of class work (EDWN 600 & EDWN 601) and other experiences you have had. Portfolio 1 must be completed before student teaching.
- Portfolio 2 is based on student teaching experiences. Artifacts for Portfolio 2 come from the student teaching experience. Portfolio 2 must be completed before licensure is recommended.
- Additional work in Environmental Education is required of teachers seeking certification in agriculture, science and social studies.
- Additional work on Cooperatives is required of teachers for economics, social studies or agriculture certification.

Twenty (20) Hours Pre-Practicum Experience Requirement (Standard 9)

Complete a practicum with the minimum of twenty (20) hours in a school of your choice. This can be accomplished in the following ways: by substitute teaching, “permit” teaching with a placement minimum of twenty (20) hours, or through classroom observation. This practicum must be monitored by an experienced teacher or a school administrator. Include observations/experience with the special needs student population in an inclusive classroom. (Practicum can be completed when enrolled in either EDWN 601 or EDWN 600. **It must be completed prior to** the student teaching placement.) Write a daily or weekly reflective journal detailing your practicum experiences. Include descriptions of classroom/inclusion instructional activities, modifications/adaptations for exceptional students, events, student behavior management that you observe or participate in. Finally reflect on your experiences, by describing ways in which they have helped you understand and participate in teaching experiences.

To validate your practicum experiences, the mentor teacher or administrator must sign off on your experiences on the [20-Hours Documentation form](#).

ADDITIONAL ASSIGNMENTS FOR SPECIFIC CERTIFICATIONS

Early Childhood

Early/middle childhood practicum experience (Standard 3) This applies only to teachers to be licensed in birth to age 21 (agriculture, art, business, English as a second language, family & consumer education, music, health, physical education, technology, theatre, and world languages).

Write a 2- to 4-page paper describing your experiences in an early/middle childhood practicum.

Cooperatives

PI 34.15(4)(a) Cooperative marketing and consumer cooperatives. (Standard 4) This applies only to teachers to be licensed in agriculture, economics, or social studies.

Read these web sites and write a two-week instructional unit using age-appropriate concepts about cooperative marketing and consumer cooperatives.

Unit should include: objectives, target age/grade level, 10 days of activities including an assessment.

<http://www.cooperatives.ucdavis.edu/> (see materials on the left side).

<http://abob.libs.uga.edu/bobk/coopp.html>

http://nasco.coop/main_coop.html

http://www.uwcc.wisc.edu/info/i_pages/topic.html

Environmental Education

PI 34.15(4)(b) Environmental education including the conservation of natural resources. (Standard 4) This applies only to teachers to be licensed in agriculture, science, or social studies.

You must attend a Project Wild, WET or PLT workshop. We offer two, face-to-face [workshops](#) each year or you can attend one offered by [other facilitators](#). Use the curriculum materials you receive at the work shop to design a two-week instructional unit to help students learn some of the major concepts of environmental education. Unit should include: objectives, target age/grade level, 10 days of activities including an assessment.