

SEED 4102: TEACHING AND LEARNING STRATEGIES
8:00-11:30 Monday; 102 (Kuechle) and 106 (Jepma) Education Building
FALL 2010

INSTRUCTORS

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OFFICE HOURS

As posted on office doors and by appointment.

TEXTS

- Larson, B.E. and Keiper, T.A. *Instructional Strategies for Middle and High School*, Routledge, 2007.
- Weinstein, C. and Novodvorsky, I. *Middle and Secondary Classroom Management: Lessons from Research and Practice*, Fourth Edition, McGraw-Hill, 2011.

OTHER RESOURCES

Catalog and program information can be found on the secondary education homepage (<http://www.morris.umn.edu/academic/education/seed/seed.html>). Other educational resources such as lesson planning sites and professional organizations can be found on Michelle Page's homepage (<http://cda.morris.umn.edu/~pagem>). Additionally, the web site which accompanies our textbook is <http://www.routledge.com/textbooks/instructionalstrategies/> . This website contains chapter overviews and outlines, weblinks, and reflection exercises.

COURSE DESCRIPTION AND OBJECTIVES

This course is meant to educate pre-service teachers in the instructional cycle, including selecting curriculum, planning, selecting and implementing instructional strategies, assessing student learning, and creating engaging learning environments. Students in this course will not only learn about these topics through readings and course activities but will apply and demonstrate their knowledge through activities such as peer teaching and unit planning. At the end of this course students should be able to: create a well-developed and thorough lesson plan; select topics and curriculum appropriate to the developmental level of their students; create and implement a well-designed unit plan; manage physical space, behavior, and learning in classrooms; and demonstrate and reflect on their growth and learning through an oral interview process.

STUDENT SUPPORT

Students with Disabilities:

The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with Disability Services who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester. Students who have, or think they may have, a disability (e.g. psychiatric, attentional, learning, vision, hearing, physical, or systemic), are invited to contact Disability Services for a confidential discussion at 320-589-6163 or freyc@morris.umn.edu. Additional information is available at the DS web site at www.morris.umn.edu/services/dsoaac/dso.

Additional Resources:

If you have any special needs or requirements to help you succeed in the class, come and talk to me as soon as possible, or visit the appropriate University service. Some resources include:

[The Academic Assistance Center](http://www.morris.umn.edu/services/dsoaac/aac/) www.morris.umn.edu/services/dsoaac/aac/
[Student Counseling](http://www.morris.umn.edu/services/counseling/) www.morris.umn.edu/services/counseling/
[Disability Services](http://www.morris.umn.edu/services/dsoaac/dso) www.morris.umn.edu/services/dsoaac/dso
[Multi-Ethnic Student Program](http://www.morris.umn.edu/services/msp/) www.morris.umn.edu/services/msp/

COURSE STANDARDS

Secondary education courses partially prepare students to meet the Minnesota [Standards of Effective Practice](#) (SEP) and Minnesota Board of Teaching Standards (referred to in syllabi for other courses and in the program guide). Students will further develop and demonstrate their knowledge and skills in each area while student teaching. Although we work on all standards in all courses, in Teaching and Learning Strategies, we will especially concentrate on standards relating to student learning, instructional strategies, planning for instruction, managing learning environments, and assessment (Standards 2, 4, 5, 6, 7, 8).

CLASS STRUCTURE

Secondary education students meet as a cohort from 8:00-11:30 a.m. on Tuesdays in Sci 1020. Small group sections of SeEd 4102 meet 8:00-11:30 AM Monday in the Education Building. Students complete an intensive practicum, culminating in a full-time, two-week field experience in a middle or secondary school. Each Friday students attend the practicum seminar in large groups in MRC 205. Consult the practicum (SeEd 4103) syllabus for complete information. Students complete subject methods concurrently with education courses.

EXPECTATIONS

- Be in class on time. It is distracting and it is discourteous to me and to your classmates to enter class late.
- Cooperation is vital to your future success, whatever path you take. I encourage cooperation amongst students wherever possible, but the act of copying or other forms of cheating will not be tolerated. Academic dishonesty in any portion of the academic work for a course is grounds for awarding a grade of F or N for the entire course. Any act of plagiarism that is detected will result in a mark of zero **on the entire assignment**. If you are in any way unclear about what constitutes academic dishonesty, please come and talk to me if you have any questions. UMM's Academic Integrity policy and procedures can be found at www.morris.umn.edu/Scholastic/AcademicIntegrity/.
- **Do not submit late work. Unexcused late assignments will only earn a maximum of 80% of the total points. Work with your instructor if emergencies or other events warrant a late work excuse.**

- You will be working hard this semester and sometimes nerves become frayed. Still, be careful to be professional in your communication. I welcome discussions about grades, questions about assignments, and even complaints about the course or the program—but make sure to approach these conversations with professionalism. Any verbal harassment or bullying of instructors or classmates will not be tolerated (see below).
- All activities in the University, including this course, are governed by the University of Minnesota Student Conduct Code. Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action under the Code. In addition, students responsible for such behavior may be asked to cancel their registration (or have their registration cancelled).

ASSIGNMENTS AND GRADING

Participation and Attendance: 10%

Attendance at all class sessions is mandatory (see Attendance Policy in the program guide). The program rests on tenets of participation and interaction. If you must be absent, notify the instructor as soon as possible. Make-up work may be assigned. Tardies and missed classes will impact grades for the course. Participation entails engaging with classmates in discussion, listening attentively to classmates, participating in others' peer teaching lessons, completing in-class writings and other class activities, and displaying intellectual curiosity about the process of teaching.

Peer Teaching: 40%

Students will complete three peer teaching exercises during the semester (two on teaching strategies and one on classroom management). Included in each peer teaching assignment are a lesson plan, teaching the lesson, and an analysis of the effectiveness of the lesson based on the videorecording.

Peer Teaching I, Two Teaching Models/Strategies: The purpose of this assignment is for you to gain experience in planning and implementing **at least two pedagogical models** and to be able to observe the models “in action” that you do not demonstrate.

- Sign up for two approaches: Lecture/Direct Instruction, Questioning/Discussion/Debate, Concept Formation, Cooperative Learning, Student-Directed Investigation, or Simulation and Role Play. **You will supply video media (see supplemental handout) to record your lesson so that you can review it afterward for analysis and reflection.**
- Each individual will prepare a **lesson plan for their sample instructional strategies model lesson, to be sent electronically for feedback before noon the day before the lesson.** For Peer Teaching IA (the first teaching strategy peer teaching) you are required to submit your lesson plan in advance. For Peer Teaching IB (the second teaching strategy peer teaching) you may submit your lesson plan for feedback but this is optional. For Peer Teaching II on classroom management you will not submit a lesson plan early for feedback (but you will turn one in for assessment of the peer teaching exercise).
- Each individual will prepare a 20-25 minute lesson on any topic (perhaps choose one from your discipline) that models the approach you have chosen.
- Using the reflection form provided online, each presenter will view their **DVD** and reflect in writing on the lesson and follow-up.
- The typed reflection is due **the following class session.**

Peer Teaching II, Post Practicum Peer Teaching on Classroom Management:

For the post practicum peer teaching, each student will be responsible for preparing a lesson on one aspect of discipline or classroom management found in the Weinstein text. As in the first peer teaching lessons, students will be required to provide a **lesson plan**, **digitally record** their lesson, and complete a post-lesson **reflection**. The peer teacher will also create a **handout** to be distributed to peers during the lesson and a **five-point quiz** on the lesson content to be given to peers at the conclusion of your lesson.

For your first peer teaching assignments you were able to choose the content of your lesson but had to employ a particular teaching model. Your second peer teaching will be the opposite of this. You must teach the assigned content while choosing the instructional strategies, methods and activities you prefer. Make an effort to vary your lesson activities. Your lesson must meet the following criteria:

- Lesson will cover one chapter in Weinstein's *Secondary Classroom Management*
- Time limit for lessons will be 40 minutes
- For Peer Teaching II on classroom management you will not submit a lesson plan early for feedback (but you will turn one in for assessment of the peer teaching exercise).
- Self-reflection will be completed and submitted to instructor within one week of teaching the lesson
- Lessons may utilize activities described at the end of the assigned Weinstein chapter
- Peer teacher must create a **handout** on the content being presented for classmates
- Peer teacher must create a five-point **quiz** on the content to be given to class after the lesson
- Peer teacher should use an instructional strategy not used in an earlier peer teaching lesson in order to gain more facility with a new model

Unit Plan: 25%

A detailed description of the assignment and assessment rubric will be distributed in class. Students are required to plan an instructional unit in their content area, centered on an essential question. Students will be provided a template to serve as a guide. The unit is two weeks in duration and must include daily lesson plans and assessments. Special attention should be paid to modifications for diverse learners, technology, and the Minnesota Academic Standards (graduation standards). In order to provide feedback to facilitate more effective, well-thought-out units, instructors will require that certain portions of the unit plan be completed throughout the semester. These due dates are listed in the calendar of learning events. Any unit plan that receives a score of less than 80% must be revised as we expect preservice teachers to demonstrate mastery in skills of planning. The old and new scores of the unit plans will be averaged and that score recorded. Revised unit plans will not earn more than an 80% grade. Students receiving scores higher than 80% may not revise for a new grade.

Analysis of Student Learning: 15%

To facilitate understanding of Standards 2 and 8, during the practicum students will conduct an analysis of student learning on at least one lesson that they teach. Each student will **create a lesson plan**, conduct a **pre-assessment** (assessing what students know before the lesson is taught), teach the lesson, and then conduct a **post-assessment** (assessing what students have learned from the lesson). Students will gather results of the pre- and post-assessments for **each** individual K-12 student and will also analyze results for the class and various groups of students within the class. The preservice teacher will write a reflection that discusses the results, focusing on the following questions:

- As a **group**, what and how much did your students learn as a result of the lesson?
- As **individual students**, which made gains and which did not?
- What are possible reasons for the results?
- What is your plan for addressing the needs of students who did not meet the lesson objectives?
- What have you learned about your own instruction and impact on student learning?

As with the unit plan, mastery in this area is required. Scores of less than 80% on the ASL assignment will require the preservice teacher to revise this assignment, with a new score not to exceed 80%. Students receiving scores higher than 80% may not revise for a new grade.

Final Oral Exam: 10%

The final oral exam simulates an interview situation. Students, in groups of two or three, participate in a question/answer session with the course instructor wherein students' knowledge of curriculum and instruction is assessed. A more detailed assessment rubric will be provided before the exam.

GRADING SCALE AND WORK LOAD:

This course is a four credit course. University of Minnesota policy defines one credit as equivalent to three hours of learning effort per week for an average student to achieve an average grade in the course. Therefore, at least 12 hours of learning effort per week are required for this course. We spend approximately 3 hours per week in class; you should expect to put in at least 9 hours of work outside of class to achieve an average grade in this course. All courses must be passed with C- or better in order to move forward in the program. A grade of less than C- will prevent you from student teaching. Grades will be assigned based on the following scale, according to University of Minnesota policy:

93-100%	A	4.00	Represents achievement that is outstanding relative to the level necessary to meet course requirements
90-92	A-	3.67	
87-89	B+	3.33	
84-86	B	3.00	Represents achievement that is significantly above the level necessary to meet course requirements
80-83	B-	2.67	
77-79	C+	2.33	
74-76	C	2.00	Represents achievement that meets the course requirements in every respect
70-73	C-	1.67	
67-69	D+	1.33	
62-66	D	1.00	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
0-61	F	0.00	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement not worthy of credit or (2) was not completed and there was no agreement between the instructor and student that the student would be awarded an I

CALENDAR OF LEARNING EVENTS

DATE	TOPICS OF DISCUSSION	READINGS DUE	ASSIGNMENTS DUE	STANDARDS ADDRESSED	NOTES AND RESOURCES
August 30	<ul style="list-style-type: none"> ▪ Introductions, Community Building ▪ Nature of the Program ▪ Role of Learning Theory ▪ Planning for Instruction: ▪ Choosing curriculum ▪ Curriculum influences ▪ Teaching the Whole Learner ▪ MN Grad. Standards 	<p><i>Instructional Strategies</i>, Ch. 1, pp. 3-8 only</p> <p><i>Instructional Strategies</i>, Ch. 2, pp. 39-59</p>		<p>4-B; 7-A</p> <p>2-B; 2-E; 3-O; 7-A; 7-B; 7-D; 10-D; 10-J</p> <p>4-A</p>	<p>Constructivism: http://carbon.cudenver.edu/~mryder/itc_data/constructivism.html</p> <p>Check out Michelle's "Links for Teachers" page for links to lesson planning web sites: http://cda.morris.umn.edu/~pagem/links.html</p>
September 6	<ul style="list-style-type: none"> ▪ LABOR DAY—NO CLASS 				

DATE	TOPICS OF DISCUSSION	READINGS DUE	ASSIGNMENTS DUE	STANDARDS ADDRESSED	NOTES AND RESOURCES
September 13	<ul style="list-style-type: none"> ▪ Planning for Instruction: Goals and Objectives ▪ Writing behavioral objectives ▪ Sample lesson plans- Internet ▪ Developmentally appropriate instruction ▪ Domains: Cognitive, Social, Moral, Physical ▪ Introduction to Assessment 	<i>Instructional Strategies</i> , Ch. 3, pp. 61-85		2-E; 7-A; 4-J 2-F; 4-A; 7-C; 7-E; 7-F	Briggs Library's Education "Research Quickstart" page has lesson planning links: http://quickstart.morris.umn.edu/rqs.phtml?subject_id=61
September 20	<ul style="list-style-type: none"> ▪ Planning for Instruction: Lesson and Unit Plans ▪ Preparing Instructional Plans of Varying Duration ▪ Long and Short Range Plans ▪ Unit Planning Template—Essential questions ▪ Evaluating your Plans, Reflection ▪ Discussion of ASL 	<i>Instructional Strategies</i> , Ch. 4, pp. 87-116		4-J; 7-E; 7-F 6-J; 7-H	Your SeEd 4105I text by Harvey Daniels (Chapter 10) has some good info on this! Use resources in your Intel manual to help you with this!

DATE	TOPICS OF DISCUSSION	READINGS DUE	ASSIGNMENTS DUE	STANDARDS ADDRESSED	NOTES AND RESOURCES
September 27	<ul style="list-style-type: none"> ▪ Teaching strategies: Lecture and Direct Instruction, Questioning and Discussion/Debate ▪ Review Unit planning: <ul style="list-style-type: none"> ◦ Outcomes/Goals ◦ Terms/Skills 	<p><i>Instructional Strategies</i>, Ch. 5, pp. 119-141</p> <p><i>Instructional Strategies</i>, Ch. 6, pp. 143-161</p> <p><i>Instructional Strategies</i>, Ch. 10, pp. 233-259</p>	<p>Peer Teaching on Presentation/DI (at least 1 DI):</p> <hr/> <hr/> <hr/> <p>Peer Teaching on Questioning or Discussion/Debate:</p> <hr/> <hr/> <hr/> <p>Unit template due: Beginning-standards</p>	<p>2-A; 2-F; 4-C; 4-G; 4-K; 7-G</p> <p>2-A; 4-C; 4-G; 6-H; 6-J</p>	<p>Lecture/Presentation: http://www.ferris.edu/HTMLS/academics/center/Teaching_and_Learning_Tips/Developing%20Effective%20Lectures/8stepstoactive.htm</p> <p>Remember to look at our textbook web site for more information on these strategies/chapters! http://www.routledge.com/textbooks/instructionalstrategies/</p>
October 4	<ul style="list-style-type: none"> ▪ Teaching Strategies: Concept Formation and Cooperative Learning ▪ Unit planning: <ul style="list-style-type: none"> ◦ Discuss differentiated instruction section ◦ Discuss Assessment of Student Learning assignment 	<p><i>Instructional Strategies</i>, Ch. 7, pp. 163-181</p> <p><i>Instructional Strategies</i>, Ch. 8, pp. 183-208</p> <p>Handout from <i>Instructional Models</i></p>	<p>Peer Teaching on Concept Formation:</p> <hr/> <hr/> <hr/> <p>Peer Teaching on Cooperative Learning (1 STAD, 1 Jigsaw, 1 GI):</p> <hr/> <hr/> <hr/> <p>Unit template due: Learning outcomes, terms, skills covered, materials and resources, accommodations</p>	<p>2-A; 4-C; 4-G; 5-D; 5-I</p> <p>2-A; 4-C; 4-G; 6-J; 7-G</p>	<p>Cooperative Learning links: http://www.ic.arizona.edu/ic/edtech/strategy.html#Coop</p> <p>Discovery Learning definition: http://www.nwlink.com/~donclark/hrd/history/discovery.html</p> <p>WebQuests: www.webquest.org</p>

DATE	TOPICS OF DISCUSSION	READINGS DUE	ASSIGNMENTS DUE	STANDARDS ADDRESSED	NOTES AND RESOURCES
October 11	<ul style="list-style-type: none"> Teaching strategies: Simulation and Role Play, Student Investigation Preparation for ASL in practicum 	<i>Instructional Strategies</i> , Ch. 9, pp. 209-231 <i>Instructional Strategies</i> , Ch. 11, pp. 261-284	Peer Teaching on Simulation and Role Play: <hr/> <hr/> <hr/> Peer Teaching on Student Investigation: <hr/> <hr/> <hr/> Unit template due: Focusing activity to begin unit Plan for Analysis of Student Learning due	2-A; 4-C; 4-G; 6-J 2-A; 4-C; 4-G; 4-K; 6-J 9-I	Resources on Direct Instruction: http://www.teach-nology.com/teachers/methods/models/direct/ Concept Attainment Resources—make sure to look at the bottom of the page! http://olc.spsd.sk.ca/DE/PD/instr/strats/cattain/
October 18	NO CLASS—FALL BREAK		<ul style="list-style-type: none"> Attend Education Minnesota Thursday October 21!! 		
October 25	NO CLASS—IN PRACTICUM FULL TIME				
November 1	NO CLASS—IN PRACTICUM FULL TIME				
November 8	<ul style="list-style-type: none"> Assessment: Teacher-made tests Analysis of Student Learning Plan Review Classroom Management general discussion 	Review <i>Instructional Strategies</i> , Ch. 1, pp. 26-38	Two lesson plans from unit due for feedback	9-H 5-E	Look for the program and other materials at EdMN's web site: http://www.educationminnesota.org/index.cfm?page_id=312

DATE	TOPICS OF DISCUSSION	READINGS DUE	ASSIGNMENTS DUE	STANDARDS ADDRESSED	NOTES AND RESOURCES
November 15	<ul style="list-style-type: none"> ▪ Introduce Peer Teaching II ▪ Assessment and Evaluation ▪ Standardized tests <ul style="list-style-type: none"> ◦ Validity ◦ Reliability ◦ Norm-referenced ◦ Criterion referenced ▪ Forms of assessment <ul style="list-style-type: none"> ◦ group work ◦ discussion ◦ observation ◦ written documents ◦ formative assessment ◦ summative assessment ◦ performance and authentic assessment ▪ Self Assessment ▪ Responding to Student Feedback and Errors, Modifying Instruction ▪ Grading and Assigning grades, ▪ Recordkeeping, Communicating with Families 	<p>Review <i>Instructional Strategies</i> Ch. 3, pp. 73-85</p> <p>Weinstein, Ch. 6, pp. 157-186</p>		<p>2-D; 2-E; 2-G; 8-B; 8-C; 8-D; 8-F; 8-G; 8-H</p> <p>2-D; 2-E; 4-F; 4-I; 8-B; 8-E; 8-F; 8-G; 8-H; 8-I; 8-J; 8-K; 8-L; 8-M; 9-H</p>	<p>FairTest: http://www.fairtest.org/</p> <p>Some nuts and bolts on grading: http://www.eduplace.com/rdg/res/ch11.html</p>

DATE	TOPICS OF DISCUSSION	READINGS DUE	ASSIGNMENTS DUE	STANDARDS ADDRESSED	NOTES AND RESOURCES
November 22	<ul style="list-style-type: none"> Establishing the Physical Environment Establishing Norms for Behavior Making the Most of Classroom Time Enhancing Students' Motivation 	<p>Weinstein, Ch. 3, pp. 49-91; Ch. 4, pp. 92-114</p> <p>Weinstein, Ch. 7, pp. 188-212; Ch. 8., pp. 213-242</p>	<p>Peer Teaching:</p> <hr/> <p>Chapter 4</p> <hr/> <p>Chapter 7</p> <hr/> <p>Chapter 8</p> <hr/> <p>UNIT PLAN DUE</p>	<p>5-N; 5-O; 5-P</p> <p>5-C; 5-H; 5-O</p>	<p>Some schools in our area use the Responsive Classroom approach:</p> <p>http://www.responsiveclassroom.org/</p>
November 29	<ul style="list-style-type: none"> Managing Independent Work Managing Small-Group Work Managing Recitations and Discussions Protecting and Restoring Order 	<p>Weinstein, Ch. 9, pp. 243-260; Ch. 10, pp. 261-290</p> <p>Weinstein, Ch. 11, pp. 291-323; Ch. 12, pp. 325-368</p>	<p>Peer Teaching:</p> <hr/> <p>Chapter 9</p> <hr/> <p>Chapter 10</p> <hr/> <p>Chapter 11</p> <hr/> <p>Chapter 12</p> <hr/> <p>Analysis of Student Learning due</p>	<p>4-E; 4-H; 5-E; 5-G; 5-I; 5-L; 5-R</p> <p>5-F; 5-G; 5-J; 5-K; 5-P; 5-Q; 6-H</p>	<p>Assessing group work:</p> <p>http://www.cshe.unimelb.edu.au/assessinglearning/03/group.html</p> <p>Motivation:</p> <p>http://members.shaw.ca/priscillatherox/motivation.html</p>

DATE	TOPICS OF DISCUSSION	READINGS DUE	ASSIGNMENTS DUE	STANDARDS ADDRESSED	NOTES AND RESOURCES
December 6	<ul style="list-style-type: none"> Knowing your Students and their Special Needs Preventing and Responding to Violence Personal Attributes and Characteristics of Effective Teachers Professional Skills and Abilities of Effective Teachers Collaboration with Colleagues 	Weinstein Ch 5, pp. 115-156; Weinstein Ch. 13, pp. 369-387	<hr/> Peer Teaching: <hr/> Chapter 5 <hr/> Chapter 13	5-Q 5-H 10-A; 10-G; 10-H; 10-I; 10-J	<p>Suicidal students: http://caps.ucdavis.edu/resources/brochures/CAPS_Dangerous.pdf</p> <p>UM Extension Service on violence in schools: http://www.extension.umn.edu/distribution/youthdevelopment/DA7414.html</p>
December 13-17 FINALS WEEK	FINAL ORAL EXAM			Standards 1-10	<p>Info on Interview Questions and Skills: http://resumes-for-teachers.com/news/education-interview-questions.htm#Question%202</p> <p>http://www.teachingpersonnel.com/go/teachers/fqTeachers/permanent/interviewguide/skills/</p>