

## **EDU 508: Secondary School Methods & Materials Syllabus**

**Instructor:** Dr. Desiree' Caldwell

**Email:** [Caldwell.D@GMercyU.edu](mailto:Caldwell.D@GMercyU.edu)

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Gwynedd Mercy University

### **Course Description**

This course includes the study of basic methods and materials of secondary teaching, classroom management, and student evaluation. We will discuss the rationale behind these methods, as well as how to incorporate these methods into the middle and high school classroom. **This course requires 20 hours of Field Experience.**

### **University Learning Outcomes (ULO)**

- **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
- **ULO2:** Intellectual and Practical Skills
- **ULO3:** Personal and Social Responsibility
- **ULO4:** Integrative and Applied Learning
- **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

### **Program Learning Outcomes (PLO)**

- **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO2, 4)
- **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO2, 3)
- **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO1, 3, 5)
- **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO3, 4)
- **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO1, 2, 4, 5)

### **Course Learning Outcomes (CLO)**

- **CLO1:** Identify how adolescent development impacts the classroom environment.
- **CLO2:** Determine effective ways to motivate students to learn.
- **CLO3:** Apply current trends and methods to design interdisciplinary units with content area lesson plans.

- **CLO4:** Analyze how classroom management strategies impact classroom dynamics.
- **CLO5:** Analyze the effectiveness of various assessment strategies.
- **CLO6:** Determine how to integrate the constructivist approach in your lesson plans.
- **CLO7:** Apply instructional methods that are appropriate and effective in meeting the needs of individual learners, including students with IEPs and EL students.

### **Student Expectations**

Students are expected to do the following:

- Ask probing and insightful questions related to course content.
- Make meaningful and relevant connections and application to their own learning process.
- Be productive and contributing members of class discussions.

### **Required Course Materials**

Stern, J. H., Ferraro, K. F, Duncan, K., & Aleo, T. (2021). *Learning that transfers: Designing curriculum for a changing world*. Sage Publishing.  
ISBN: 978-1071835876

### **Suggested Point Values**

Assessment	Point Value	Due
<b>Week 1: Characteristics of Adolescent Learning (Academic, Social, Emotional)</b>		
Week 1 Discussion 1.1: Video Introductions	15	9/11 & 9/15
Week 1 Assignment: How do academic, social, emotional, and cognitive needs of middle and high school needs affect instruction Paper	75	9/11 & 9/15
Week 1 Discussion 1.2: What Makes a Secondary Teacher Effective?	20	9/12 & 9/15
Week 1 Discussion 1.3: Connecting Content with Adolescents Through Understanding by Design (UBD)	20	9/12 & 9/15
Week 1 Assignment: Field Experience Agreement	5	9/15
<b>Week 2: Contemporary Practices in Instruction</b>		
Week 2 Discussion 2.1: Teacher-Centered Versus Learner-Centered Instruction/Teaching Theories	20	9/19 & 9/22
Week 2 Discussion 2.2: What is PBL? What Opportunities Does it Offer for Cross-Curricular Applications?	20	9/19 & 9/22
Week 2 Journal: Team Assignment: PBL Unit Plan Check-In Entry One	10	9/22
<b>Week 3: Traditional Teaching Methods and Tools Versus Modern and ICT-Based Teaching Methods</b>		
Week 3 Discussion 3.1: Enhancing Learning Transfer Utilizing ICT Methods	20	9/26 & 9/29
Week 3 Discussion 3.2: What are ISTE Standards and Why Incorporate Them in Student Learning?	20	9/26 & 9/29
Week 3 Discussion 3.3: Apps for Education Demo	20	9/26 & 9/29
Week 3 Team Assignment: PBL Unit Project - Stage 1	50	9/29
Week 3 Journal: Team Assignment: PBL Unit Plan Check-In Entry Two	10	9/29
<b>Week 4: Inclusion, Cultural Relevant Pedagogy, and Differentiation in the Classroom</b>		
Week 4 Discussion 4.1: What Does it Mean to Effectively Differentiate?	20	10/3 & 10/6
Week 4 Discussion 4.2: Culturally Responsive Differentiation Brochure	40	10/3 & 10/6
Week 4 Team Assignment: PBL Unit Project - Stage 2	50	10/6
Week 4 Journal: Team Assignment: PBL Unit Plan Check-In Entry Three	10	10/6
Week 4 Assignment: Field Experience Log Check-In	15	10/6
<b>Week 5: Classroom Management Strategies and Student Motivation</b>		
Week 5 Discussion 5.1: Classroom Management Plan Presentation Draft & Peer Review	80	10/9 & 10/11
Week 5 Discussion 5.2: The Basics of Motivation	20	10/10 & 10/13

Week 5 Discussion 5.3: How Student Voice and Choice Translates to Student Engagement	20	10/10 & 10/13
Week 5 Assignment: Classroom Management Plan Presentation Final	40	10/13
Week 5 Team Assignment: PBL Unit Project - Stage 3	50	10/13
Week 5 Journal: Team Assignment: PBL Unit Plan Check-In Entry Four	10	10/13
<b>Week 6: Assessment Strategies</b>		
Week 6 Discussion 6.1: Depth of Knowledge Reflection	20	10/17 & 10/20
Week 6 Assignment: Case Study - Formative and Summative Assessment Strategies	60	10/20
Week 6 Team Assignment: PBL Unit Project - Individual Lesson Plans	50	10/20
Week 6 Journal: Team Assignment: PBL Unit Plan Check-In Entry Five	10	10/20
<b>Week 7: Project-Based Learning - Culminating Understanding by Design</b>		
Week 7 Discussion 7.1: Assessing Transfer in the Context of Taxonomy for Learning, Teaching, and Assessing	20	10/24 & 10/27
Week 7 Discussion 7.2: Transfer Strategies in Education Flipgrid (now Flip)	20	10/24 & 10/27
Week 7 Team Assignment: PBL Unit Project - Final Submission	50	10/27
Week 7 Journal: Team Assignment: PBL Unit Plan Check-In Entry Six	10	10/27
Week 7 Assignment: Field Experience Log	100	10/27
<b>Total Points</b>	<b>1000</b>	

**Grading Scale**

Grade	Range
A	93–100
A-	90–92
B+	87–89
B	83–86
B-	82–80
C+	77–79
C	73–76
C-	70–72
D+	67–69
D	63–66
D-	60–62
F	59

**Course Schedule**

<b>Week</b>	<b>Start</b>	<b>End</b>
One	September 9 <sup>th</sup>	September 15 <sup>th</sup>
Two	September 16 <sup>th</sup>	September 22 <sup>nd</sup>
Three	September 23 <sup>rd</sup>	September 29 <sup>th</sup>
Four	September 30 <sup>th</sup>	October 6 <sup>th</sup>
Five	October 7 <sup>th</sup>	October 13 <sup>th</sup>
Six	October 14 <sup>th</sup>	October 20 <sup>th</sup>
Seven	October 21 <sup>st</sup>	October 27 <sup>th</sup>

## Weekly Learning Modules

### Week 1: Characteristics of Adolescent Learning (Academic, Social, Emotional)

#### **Learning Objectives**

- 1.1 Identify how adolescent development impacts the classroom environment.
- 1.2 Explain the importance of connecting content with students through understanding by design (UBD).
- 1.3 Develop a profile explaining the social, emotional, and cognitive needs of instruction for middle and high school students.
- 1.4 Participate in field activities that will help broaden your knowledge of the teaching and learning process across multiple domains.

#### **Resources, Activities, and Preparation**

*Utilize these resources and complete these activities in preparation for your graded assignments.*

#### **Weekly Participation and Discussion**

The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post that addresses all the prompts for the question(s) by 11:59 p.m. (Eastern Time) of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. (Eastern Time), you will make at least 1 substantive comment to 1 of your classmates' posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.

**Review** the RISE Model for Peer Feedback.

The components of the RISE Model include:

- **Reflect:** A comment that *reflects* will relate the ideas and focus on singular aspects of them, clearly stating assumptions and outcomes, and articulate the cause and effect of actions and individuals.
- **Inquire:** A comment that *inquires* will look to ask questions about the initial post to reveal more information or help the original poster come up with new ideas.
- **Suggest:** A comment that *suggests* will provide concrete ideas for improving, expanding, or

- repurposing information in the post for immediate use.
- **Elevate:** A comment that *elevates* will provide concrete ways to improve, expand, or repurpose the information in the post for future iterations. This is useful because it shows that you are thinking at a higher level and gives valuable feedback that helps the other student grow, as well.

### Field Experience

For this course, you are expected to complete **20 hours** of field experience. For this experience, you must find a variety of classroom teachers to observe within the grade levels of your certification. The content of your observations must connect to the content of this course.

**Use** the Field Experience Log to document your hours (your log must be physically signed by the professional you are observing).

*Note:* To access the required Field Experience Log and Instructions, go to the GMercyU Communities tab on the portal. Click the **Non-Term Students** section and locate the folder for your specific program. In your program's folder is where you will find the information pertaining to Field Experience.

### Required Readings & Videos

**Read** Ch. 1 & 2 of *Learning That Transfers: Designing Curriculum for a Changing World*.

**Read** the following articles:

- [Understanding by Design \(Vanderbilt University Center for Teaching\)](#)
- [The Teen Brain Theory \(Chicago Tribune\)](#)
- [Decoding the Teenage Brains in \(3 Charts\) \(Stephen Merrill\)](#)
- A Study on the Metacognitive Awareness of Secondary School Students (Sajna Jaleel\*, Premachandran. P)

**Explore** [Center for Teaching Guides \(Vanderbilt University\)](#).

**Review** the Understanding by Design (UBD) [Template](#).

**Watch** the following videos:

- [Teen Stress from a Teen Perspective \(TEDxNaperville\) \[4:49\]](#)
- [Emotional Intelligence from a Teenage Perspective \(TEDxYouth\) \[13:15\]](#)

### Supplemental Resources and Activities

*Explore these optional resources to deepen your understanding.*

<p><b>A Standards-Aligned System</b></p> <p>Explore <a href="#">Pennsylvania's Standards Aligned System (SAS)</a>.</p> <ul style="list-style-type: none"><li>• Click <b>Login</b> or <b>Register for an Account</b> at the top of the page.</li><li>• Click the <b>Standards</b> tab to begin exploring the SAS.</li></ul>
<p><b>The Lesson Plan</b></p> <p><b>Resource:</b> GMercyU Lesson Planning Framework Template</p> <p><b>Review</b> the Lesson Plan Rubric.</p> <p><b>Research</b> the four domains of Charlotte Danielson's <a href="#">Framework for Teaching</a>.</p>
<p><b>Graded Assignments</b></p> <p><i>Complete these graded assessments by the end of the week unless specified otherwise.</i></p>
<p><b>Week 1 Discussion 1.1: Video Introductions</b></p> <p><b>Record</b> a video introducing yourself. Include the following in your introduction video:</p> <ul style="list-style-type: none"><li>• Your professional goals</li><li>• Your hobbies or interests</li><li>• Whether or not you work in a classroom environment</li><li>• What led you to the teaching profession</li></ul> <p><b>Post</b> your video to the discussion forum by 11:59 p.m. (Eastern Time) on Wednesday.</p> <p><b>Respond</b> to all <u>your</u> classmates' posts, including your instructor's by 11:59 p.m. (Eastern Time) on Sunday. You do not have to use the RISE Model for these.</p>
<p><b>Week 1 Discussion 1.2: What Makes a Secondary Teacher Effective?</b></p> <p><b>Respond</b> to the following by Thursday 11:59 p.m. (Eastern Time). Provide specific examples to support your answers:</p> <ul style="list-style-type: none"><li>• What are the top 5 qualities of an effective teacher? Develop a list and provide a description for each quality.</li><li>• Rank your list from most important to least important.</li></ul>

**Review** the Discussion Rubric.

**Post** constructive criticism, clarification, additional questions, and your own relevant thoughts using the RISE Model to 1 of your classmates' posts by 11:59 p.m. (Eastern Time) on Sunday.

**Week 1 Discussion 1.3: Connecting Content with Adolescents Through Understanding by Design (UBD)**

**Respond** to 1 of the following questions by 11:59 p.m. (Eastern Time) on Thursday. Provide specific examples to support your answers. Include the question you chose in the header in your response:

- How might you use expansive framing like UBD to help students transfer their learning?
- After reviewing figure 2.7, consider the differences between the two classrooms. What characteristics make Classroom B more effective in connecting with students?
- Describe the 3 stages of backward design and reflect on the importance of the planning order.
- After reviewing the 7 shifts in learning, choose 1 shift that resonated with you the most. How will this shift allow you to connect the subject content with students?

**Review** the Discussion Rubric.

**Post** constructive criticism, clarification, additional questions, and your own relevant thoughts using the RISE Model to 1 of your classmates' posts by 11:59 p.m. (Eastern Time) on Sunday.

**Week 1 Assignment: How Do Academic, Social, Emotional, and Cognitive Needs of Middle and High School Students Affect Instruction? Paper**

**Write** a research paper summarizing and reflecting on your understanding of academic, social, and cognitive needs of adolescent students. Address the following concepts at a minimum, but feel free to expand beyond them.

- What is the teen brain theory?
- How does the metacognitive awareness of teens affect understanding and learning transfer?
- What are some social-emotional considerations that could affect instruction effectiveness?
- Synthesize how using an expansive framework can increase learning transfer and teaching effectiveness.

**Review** the Paper Rubric.

**Submit** your paper to Brainfuse (on the left-hand course navigation menu) by Wednesday. **Take** a screenshot of your submission.

**Review** the feedback from Brainfuse and **revise** your paper accordingly.

**Submit** the following items by 11:59 p.m. (Eastern Time) on Sunday:

- Brainfuse submission screenshot
- Brainfuse feedback
- Final paper

**Week 1 Assignment: Field Experience Agreement**

**View** the Field Experience Orientation Video pertaining to your program (non-certification or certification):

[Field Experience Orientation for Certification Students](#)

[Field Experience Orientation for Non-Certification Students](#)

**Review** and **sign** the Field Experience Agreement sheet specific to your program; *this must be your real signature*.

**Submit** the signed Field Experience Agreement sheet no later than 11:59 p.m. (Eastern Time) on Sunday. Be sure all pages are included, not just the signature page.

<b>Week 2: Contemporary Practices in Instruction</b>
<b>Learning Objectives</b>
<p>2.1 Explain the various teaching theories.</p> <p>2.2 Analyze the effects of various teaching theories on students.</p> <p>2.3 Describe project-based learning (PBL) and what opportunities it offers for cross-curricular applications.</p> <p>2.4 Apply understanding by design principles to create unit plans.</p>
<b>Resources, Activities, and Preparation</b> <i>Utilize these resources and complete these activities in preparation for your graded assignments.</i>
<b>Required Readings</b> <p>Read Ch. 3 &amp; 4 of <i>Learning That Transfers: Designing Curriculum for a Changing World</i>.</p> <p>Read the <a href="#">Project-Based Learning: Benefits, Examples, and Resources (Power School)</a>.</p> <p>Review the following:</p> <ul style="list-style-type: none"><li>• <a href="#">5 Educational Learning Theories and How To Apply Them (Brian Fairbanks)</a></li><li>• <a href="#">Teaching Principles (Eberly Center)</a></li><li>• <a href="#">20 Examples of Project-Based Learning (TeachThought Staff)</a></li></ul>
<b>Looking Ahead</b> <b>Team Assignment: PBL Unit Plan</b> <p>At the end of this course, you will be required to submit a collaborative PBL Unit Plan following the Understanding by Design template here: <a href="#">UBD Template Google Doc</a></p> <p>In addition, each team member will be required to create at least one detailed lesson plan (using the GMercyU lesson plan template) for one of the topics you have decided to cover in your project unit. (For example, if there are four team members, there should be at least four lesson plans created and submitted for four different days.) Your instructor has grouped you based on your subject content specialty and grade level. The following is an outline of your tasks for the remainder of this course. Note that each student is responsible to submit all collaborative work or any required products weekly.</p>

<p><b>Week 2:</b> Meet and Brainstorm (Setting the Stage).</p> <p><b>Week 3:</b> Complete Stage 1 of your UBD.</p> <p><b>Week 4:</b> Complete Stage 2 of your UBD.</p> <p><b>Week 5:</b> Complete Stage 3 Outline of your UBD (Daily Learning Events/Lessons).</p> <p><b>Week 6:</b> Individual lesson plans from the Stage 3 outline.</p> <p><b>Week 7:</b> Compile, revise, and submit the Final UBD for your PBL Unit.</p>
<p><b><i>Supplemental Resources and Activities</i></b> <i>Explore these optional resources to deepen your understanding.</i></p>
<p><b>Review</b> the Traditional Farming Versus Hydroponics Project.</p>
<p><b><i>Graded Assignments</i></b> <i>Complete these graded assessments by the end of the week unless specified otherwise.</i></p>
<p><b>Week 2 Discussion 2.1: Teacher-Centered Versus Learner-Centered Instruction/Teaching Theories</b></p> <p><b>Respond</b> to the following by 11:59 p.m. (Eastern Time) on Thursday. Provide specific examples to support your answers:</p> <p>There are many different styles of teaching.</p> <ul style="list-style-type: none"><li>• Part 1: Think about a teacher who has left an impression on you (either positive or negative). Describe the basic methods for instruction used by that teacher, and reflect on their effectiveness.</li><li>• Part 2: After reviewing <a href="#">5 Educational Learning Theories and How To Apply Them (Brian Fairbanks)</a>, identify which theory matches your teaching style, and explain why.</li></ul> <p><b>Review</b> the Discussion Rubric.</p> <p><b>Post</b> constructive criticism, clarification, additional questions, and your own relevant thoughts using the RISE Model to 1 of your classmates' posts by 11:59 p.m. (Eastern Time) on Sunday.</p>
<p><b>Week 2 Discussion 2.2: What is PBL? What Opportunities Does It Offer For Cross-Curricular Applications?</b></p> <p><b>Respond</b> to the following by 11:59 p.m. (Eastern Time) on Thursday. Provide specific examples to support your</p>

answers:

- Define PBL and reflect on the benefits of utilizing it in a secondary classroom.
- What opportunities does it offer compared to traditional teaching methods? More specifically, what opportunities does it offer for cross-curricular applications?

**Review** the Discussion Rubric.

**Post** constructive criticism, clarification, additional questions, and your own relevant thoughts using the RISE Model to 1 of your classmates' posts by 11:59 p.m. (Eastern Time) on Sunday.

**Week 2 Journal: Team Assignment: PBL Unit Plan Check-in Entry One**

**Connect** and meet with your team for the following (Use Zoom, Google Hangout, Facetime, texts, etc.):

- Brainstorm PBL unit topics.
- Decide on the topic you will use for your PBL unit.

**Write** a journal check-in entry that provides an update on the status of your learning team. Your entry should include the following:

- PBL topic
- How is it going with your learning team this week?
- Have there been any highs or lows you would like to share?
- Are there any concerns or questions?

*Note:* Your check-in is visible only to your instructor.

**Submit** check-in entry in a word document no later than 11:59 p.m. (Eastern time) on Sunday.

## Week 3: Traditional Teaching Methods Versus Modern and ICT-Based Teaching Methods

### Learning Objectives

- 3.1 Critique a lesson plan and apply modern teaching methods to revise it in order to enhance student learning and engagement.
- 3.2 Develop lessons that incorporate a variety of teaching methods.
- 3.3 Recognize the importance of ISTE standards in 21st-century student learning.
- 3.4 Apply current trends in designing a project-based unit plan.

### Resources, Activities, and Preparation

*Utilize these resources and complete these activities in preparation for your graded assignments.*

### Required Readings & Videos

Read Ch. 5 & 6 of *Learning That Transfers: Designing Curriculum for a Changing World*.

Read the following articles:

- [Why UDL and PBL Work So Well Together \(A.J. Juliani\)](#)
- [How Project Based Learning Supports All Students \(A.J. Juliani\)](#)
- [Understanding By Design Framework \(Jay McTighe & Grant Wiggins\)](#)
- [Understanding by Design \(Vanderbilt\)](#)
- [9 Ways to Use Flipgrid \(now Flip\) in the Classroom \(Kathryn Nieves\)](#)

View the following:

- [Flipgrid Tutorial \(now Flip\) - Creating Video Assignments \(Technology for Teachers and Students\) \[10:20\]](#)

Review the following:

- [Screencast-O-Matic](#)
- [10 Great Education Apps for High School](#)
- [100 Free Teaching Apps](#)
- [ICT in Education](#)

**Graded Assignments**

*Complete these graded assessments by the end of the week unless specified otherwise.*

**Week 3 Discussion 3.1: Enhancing Learning Transfer Utilizing ICT Methods**

**Choose** a lesson (yours or observed) and briefly describe its sequence. Then, assess the effectiveness of the lesson components.

**Respond** to the following question by 11:59 p.m. (Eastern Time) on Thursday. Provide specific examples to support your answers:

- If you were to reteach that same exact lesson, how would you enhance it using ICT methods? (ICT method suggestions: Flipped classroom, design thinking, mind maps, gamification, virtual reality, virtual labs, use of LMS and web-based interactive classrooms, etc.)

**Review** the Discussion Rubric.

**Post** constructive criticism, clarification, additional questions, and your own relevant thoughts using the RISE Model to 1 of your classmates' posts by 11:59 p.m. (Eastern Time) on Sunday.

**Week 3 Discussion 3.2: What are ISTE Standards and Why Incorporate Them in Student Learning?**

**Respond** to the following questions by 11:59 p.m. (Eastern Time) on Thursday in Flipgrid (now Flip). Provide specific examples to support your answers:

- Record a video (3-minute recording limit) that answers the following questions:
  - What are ISTE standards?
  - Why is it important to incorporate them in student learning?
- Utilize the sticky note feature in Flip to plan out what you are going to say in your video. Your sticky notes will be visible to you when recording; they will not appear in your video.

**Review** the Discussion Rubric.

**Post** constructive criticism, clarification, additional questions, and your own relevant thoughts using the RISE Model to 1 of your classmates' posts in Flip by 11:59 p.m. (Eastern Time) on Sunday. You will need to include cited support and a reference section in your response since your initial post is a video. Please note: Flip has a limit on comments. Feel free to post your peer response in the discussion forum to avoid trying to fit your response within Flip's limitations (you would post it like an initial post). Both places will be checked, so either place is fine.

### **Week 3 Discussion 3.3: Apps for Education Demo**

When available, technology can be an extremely useful tool in facilitating learning transfer. Your task is to use a screen recording tool like [Screencast-O-Matic](#) (feel free to use any other screen recording tool) to create a video tutorial on how to use an app for education of your choice. In your tutorial, include a short reflection on the benefits of using your chosen app.

**Review** the Discussion Rubric.

**Post** your video by 11:59 p.m. (Eastern Time) on Thursday.

**Post** constructive criticism, clarification, additional questions, and your own relevant thoughts using the RISE Model to 1 of your classmates' posts by 11:59 p.m. (Eastern Time) on Sunday. You will need to include cited support and a reference section in your response since your initial post is a video.

### **Week 3 Team Assignment: PBL Unit Project - Stage 1**

**Download** the UBD Template.

**Note:** *You will use this same file and build upon it each week.*

**Review** the following for a better understanding of the various components required in Stage 1 of the UBD template:

- UBD Template with Descriptions
- Why Write Transfer Goals from the Student Perspective? (Jennifer Parker)
- K-12 Transfer Goals (Northampton Public Schools)
- Demystifying Transfer Goals (Jay McTighe)
- What is an essential question? (Grant Wiggins)
- Enduring Understandings, Essential Questions, and Transfer Goals (Resources for the @AAS-Sofia Learning Community)

**Complete** Stage 1 of the UBD template for your PBL unit with your team.

**Include** an individual reflection with cited support and an accompanying reference section answering this question:

- What is the role of essential questions in the unit planning process?

**Submit** the UBD template (each team member must submit a copy) and your reflection by 11:59 p.m. (Eastern Time) on Sunday.

### **Week 3 Journal: Team Assignment: PBL Unit Plan Check-In Entry Two**

**Write** a check-in entry that provides an update on the status of your learning team. Your entry should include the following:

- How is it going with your learning team this week?
- Have there been any highs or lows you would like to share?
- Are there any concerns or questions?

*Note:* Your check-in is visible only to your instructor.

**Submit** check-in entry in a word document no later than 11:59 p.m. (Eastern time) on Sunday.

## Week 4: Inclusion, Cultural Relevant Pedagogy, and Differentiation in the Classroom

### **Learning Objectives**

- 4.1 Explain the benefits of differentiated instruction (DI).
- 4.2 Apply the principles of culturally responsive teaching (CRT) to develop an informative brochure for teachers.
- 4.3 Apply the principles of DI to develop a unit plan.
- 4.4 Critique a lesson plan and incorporate culturally relevant ideas and differentiation ideas to promote inclusion within a secondary classroom.
- 4.5 Participate in activities that will broaden your knowledge of secondary education across multiple domains.

### **Resources, Activities, and Preparation**

*Utilize these resources and complete these activities in preparation for your graded assignments.*

### **Required Readings and Videos**

**Read** Ch. 7 of *Learning That Transfers: Designing Curriculum for a Changing World*.

**Read** the following:

- [Understanding by Design \(Vanderbilt University Center for Teaching\)](#)
- [What is Differentiated Instruction? Examples of How to Differentiate Instruction in the Classroom \(Resilient Educator\)](#)
- Authentic Performance Tasks: Strategies to Improve Learning and Literacy (Lissa Pijanowski, Ed.D.)
- Planning, Implementing, & Assessing an Authentic Performance Task in Middle Grades Classrooms (Nicole C. Barnes & Daniel Urbankowski)
- Authentic Performance Tasks: The Student Perspective (LCI learner-centered initiatives)
- [Culturally Responsive Curriculum \(Hanover Research\)](#)
- [Culturally Responsive Teaching Strategies \(Prodigy\)](#)

**View** the following:

- [Teaching High School - Differentiated Instruction with Dr. Carol Ann Tomlinson \(Jim Thompson\) \[3:39\]](#)

- [Four Common Misconceptions About DI \(Jill Isley\) \[5:14\]](#)
- [Common Misconceptions Regarding Differentiation Instruction – Professional Development for Teachers \(Bow Tie Guy and Wife\) \[1:29\]](#)
- [Creating a Culturally Responsive Classroom \(ISTE\) \[4:40\]](#)
- [Culturally Responsive and Relevant Pedagogy: The Foundation and Core Components \(CRECS uOttawa\) \[7:57\]](#)

### **Supplemental Resources and Activities**

*Explore these optional resources to deepen your understanding.*

**Review** [6 Strategies for Differentiated Instruction in Project-Based Learning \(Edutopia\)](#).

**View** [Three Minute Handout Makeover \(Chris Clark\) \[3:00\]](#).

### **Graded Assignments**

*Complete these graded assessments by the end of the week unless specified otherwise.*

#### **Week 4 Discussion 4.1: What Does it Mean to Effectively Differentiate?**

**Respond** to 1 of the following questions by 11:59 p.m. (Eastern Time) on Thursday. Provide specific examples to support your answers. Include the question you chose in the header in your response:

- **Identify** 1 sentence from the article that moves you the most. It can be one you believe carries the most truth, or one that you think summarizes differentiated instruction the best. Share your sentence and reflect on why you chose it. How will you apply your learning to your methodology going forward?
- **Choose** 1 common misconception that resonates with you the most. Reflect over your experience as an instructor, student, or both. What is your experience with this misconception? What lessons will you apply to your methodology going forward?

**Review** the Discussion Rubric.

**Post** constructive criticism, clarification, additional questions, and your own relevant thoughts using the RISE Model to 1 of your classmates' posts by 11:59 p.m. (Eastern Time) on Sunday.

#### **Week 4 Discussion 4.2: Culturally Responsive Differentiation Brochure**

Differentiation in a classroom goes beyond students with learning disabilities. Differentiating with the culturally and linguistically diverse (CLD) learner in mind is rightfully gaining momentum. For this assignment, you will

create a content-rich informational brochure for teachers.

*Note:* Expand on the knowledge by finding at least 2 additional resources on this topic.

Your brochure should include but not be limited to the following:

- What is culturally relevant pedagogy?
- Why is culturally relevant pedagogy necessary?
- What are some tips for incorporating culturally responsive elements in course materials and activities?

**Review** the Discussion Rubric.

**Post** your brochure no later than 11:59 p.m. (Eastern Time) on Thursday.

**Post** constructive criticism, clarification, additional questions, and your own relevant thoughts using the RISE Model to 1 of your classmates' posts by 11:59 p.m. (Eastern Time) on Sunday.

#### **Week 4 Team Assignment: PBL Unit Project - Stage 2**

**Revise** Stage 1 of the UBD Template based on the feedback received from your instructor.

**Review** the following for a better understanding of the various components required in Stage 2 of the UBD template:

- UBD Template with Descriptions
- [Authentic Assessment Toolbox-Authentic Tasks \(Jon Mueller\)](#)
- [How Can Educators Design Authentic Performance Tasks? Part 3 \(Jay McTighe\)](#)

**Complete** Stage 2 of the UBD template for your PBL unit with your team.

**Include** an individual reflection with cited support and an accompanying reference section answering this question:

- Does this PBL experience include cultural elements other than that of my own?
- Do my students have an opportunity to express their voices and identities through any of the deliverables, products, and assessments I am foreseeing to use?
- How will any of these assessments be modified to fit the needs of my diverse student population?

**Submit** the UBD template (each team member must submit a copy) and your reflection by 11:59 p.m. (Eastern Time) on **Sunday**.

**Week 4 Journal: Team Assignment: PBL Unit Plan Check-In Entry Three**

**Write** a check-in entry that provides an update on the status of your learning team. Your entry should include the following:

- How is it going with your learning team this week?
- Have there been any highs or lows you would like to share?
- Are there any concerns or questions?

*Note:* Your check-in is visible only to your instructor.

**Submit** check-in entry in a word document no later than 11:59 p.m. (Eastern time) on Sunday.

**Week 4 Assignment: Field Experience Log Check-In**

**Submit** your Field Experience Log thus far for feedback on accuracy and completion in order to avoid any problems at the end of the course by 11:59 p.m. (Eastern Time) on Sunday. **This is mandatory!**

## Week 5: Classroom Management Strategies and Student Motivation

### **Learning Objectives**

- 5.1 Determine various methods to effectively communicate with students.
- 5.2 Apply elements of motivation in lesson plans to drive instruction.
- 5.3 Analyze the various classroom management strategies for potential problems and success in managing a learning environment.
- 5.4 Develop a classroom management plan.

### **Resources, Activities, and Preparation**

*Utilize these resources and complete these activities in preparation for your graded assignments.*

### **Required Readings and Video**

**Read** Ch. 8 of *Learning That Transfers: Designing Curriculum for a Changing World*.

**Read** the following:

- [Active Learning \(Vanderbilt University Center for Teaching\)](#)
- [Flipping the Classroom \(Vanderbilt University Center for Teaching\)](#)
- [Group Work: Using Cooperative Learning Groups Effectively \(Vanderbilt University Center for Teaching\)](#)
- [Cornell Notes \(The Learning Toolbox Home\)](#)
- [What is Process-Oriented Guided Inquiry Learning? \(Pedagogy in Action\)](#)
- 10 Effective Classroom Management Techniques Every Faculty Member Should Know (The Teaching Professor)
- [Tell Me About \(ascd\)](#)
- [Confronting Equity: Are the Kids Really Out of Control? \(ascd\)](#)
- [One to Grow On/Owning the Classroom Together \(ascd\)](#)
- Four (Secret) Keys to Student Engagement (Educational Leadership)
- [Encouraging Positive Student Engagement and Motivation: Tips for Teachers \(Pearson\)](#)
- [Using New Research to Improve Student Motivation \(Carnegie Foundation\)](#)
- [9 Ways to Incorporate Student Choice and Voice in the Classroom \(American Institute\)](#)

**View** [The puzzle of motivation | Dan Pink \(TED\) \[18:36\]](#)

**Review** the [Classroom Management Plan: Middle School \(SlideShare\)](#) example.

**Reflect** on the strategies outlined in the readings and how these can effectively be utilized in your classroom.

### **Graded Assignments**

*Complete these graded assessments by the end of the week unless specified otherwise.*

#### **Week 5 Discussion 5.1: Classroom Management Plan Presentation Draft & Peer Review**

**Create** a multimedia presentation on the topic of classroom management and the plan you have for your classroom using Microsoft PowerPoint or other presentation software, including full audio narration as you would deliver it to an interview panel consisting of school administration. You are the interviewee fighting to get this job as a full-time secondary classroom teacher. Include interactive components and adhere to APA requirements. Review this video on how to adhere to APA in presentations: [APA Formatting for PowerPoint: How to Apply APA Style to PowerPoint Presentations \(David Taylor\) \[5:21\]](#).

**View** the Exemplary Presentation to see an exemplary model that adheres to these general guidelines for any presentation.

**Include** the following items in your presentation:

- What a classroom management plan is & what is included in your plan
- Why it is important to have a classroom management plan at the secondary level
- The definition of *good classroom management* and an explanation of whether this is subjective
- Provide specific examples of your management plan.

**Review** the Discussion and Presentation Rubric.

**Submit** your presentation by 11:59 p.m. (Eastern Time) on Wednesday.

**Review** 1 of your classmates' presentations and **provide** constructive feedback on the content and delivery using the RISE Model by 11:59 p.m. (Eastern Time) on Friday.

#### **Week 5 Discussion 5.2: The Basics of Motivation**

Children love to learn; they are highly motivated to learn - at least until they get halfway through elementary school. Then, something begins to happen. Many teachers love to teach, meaning that they are highly motivated to teach, but sometimes something happens to them, as well.

One could make a very strong case that it is difficult to prevent someone from learning something they want to learn, yet many of our students seem not to want to learn in school. The material in this topic contains some of the most relevant scientific information related to learning that you will find anywhere.

They make a clear distinction between extrinsic motivation and intrinsic motivation. Extrinsic motivation is giving high school students an open lunch period if their conduct is good or as a reward. Intrinsic motivation is the desire of a high school student to get a driver's license, to go on a date, or to excel at skateboarding or the bass guitar. Make sure you understand the difference!

The theories have been experimentally supported by decades of quality research. Let's now hear about motivation from Daniel Pink. Dan Pink is regarded as a business writer and career analyst whose work is of most interest to the business community and leaders in the community and government. In this talk to the 2009 TED Conference, he is speaking about the science of motivation to some of the bright, most successful entrepreneurs and knowledge managers in the world. Here's a quote from his talk to prime your thinking: "Rewards narrow the focus of the mind and restrict our possibilities." Take notes because his many concrete examples will help you understand and communicate his important ideas.

**Respond** to the following 11:59 p.m. (Eastern Time) on Thursday. Provide specific examples to support your answers:

- How can you apply the concepts of motivation, presented by Dan Pink, to your classroom? How can you nurture or encourage a state of flow in your students?

**Review** the Discussion Rubric.

**Post** constructive criticism, clarification, additional questions, and your own relevant thoughts using the RISE Model to 1 of your classmates' posts by 11:59 p.m. (Eastern Time) on Sunday.

### **Week 5 Discussion 5.3: How Student Voice and Choice Translates to Student Engagement**

**Respond** to 1 of the following questions by 11:59 p.m. (Eastern Time) on Thursday. Provide specific examples to support your answers. Include the question you chose as a header in your response:

- Choose 2 of the 9 ways to incorporate student choice and voice that resonate with you the most. How will you use these strategies in your own classroom? Why is student voice important within and beyond the classroom in a school?
- Think back on your own experience. Can you think of an example of an activity that empowered students through increasing their voice and choice (this could be based on your experience as a teacher or student)? Describe the activity and reflect on its success or failure. If you were to repeat the activity in your classroom, would you do anything differently?

**Review** the Discussion Rubric.

**Post** constructive criticism, clarification, additional questions, and your own relevant thoughts using the RISE Model to 1 of your classmates' posts by 11:59 p.m. (Eastern Time) on Sunday.

**Week 5 Assignment: Classroom Management Plan Presentation Final**

**Revise** your presentation based on the feedback provided by your peers in the Classroom Management Plan Presentation Draft & Peer Review discussion forum.

**Review** the Presentation Rubric.

**Submit** the final version of the Classroom Management Plan Presentation by 11:59 p.m. (Eastern Time) on Sunday.

**Week 5 Team Assignment: PBL Unit Project - Stage 3**

**Revise** Stage 2 of the UBD Template based on the feedback received from your instructor.

**Review** the following for a better understanding of the various components required in Stage 3 of the UBD template:

- UBD Template with Descriptions

**Complete** Stage 3 of the UBD template for your PBL unit with your team.

**Submit** the UBD template (each team member must submit a copy) by 11:59 p.m. (Eastern Time) on Sunday.

**Week 5 Journal: Team Assignment: PBL Unit Plan Check-In Entry Four**

**Write** a check-in entry that provides an update on the status of your learning team. Your entry should include the following:

- How is it going with your learning team this week?
- Have there been any highs or lows you would like to share?
- Are there any concerns or questions?

*Note:* Your check-in is visible only to your instructor.

**Submit** check-in entry in a word document no later than 11:59 p.m. (Eastern time) on Sunday.

<b>Week 6: Assessment Strategies</b>
<b>Learning Objectives</b>
<p><b>6.1</b> Analyze how assessment techniques can be used to increase student achievement.</p> <p><b>6.2</b> Determine how to implement formative and summative assessment techniques.</p> <p><b>6.3</b> Create assessments that promote critical thinking and assess the various depths of knowledge.</p> <p><b>6.4</b> Describe depth of knowledge and its relevance in assessment design.</p>
<b>Resources, Activities, and Preparation</b> <i>Utilize these resources and complete these activities in preparation for your graded assignments.</i>
<b>Required Readings and Videos</b> <b>Resource:</b> GMU Lesson Planning Framework Template <b>Read</b> the following: <ul style="list-style-type: none"><li>• <a href="#">27 easy formative assessment strategies for gathering evidence of student learning (NWEA)</a></li><li>• <a href="#">Summative Assessment: Evaluating levels of student achievement (University at Buffalo)</a></li></ul> <b>View</b> the following: <ul style="list-style-type: none"><li>• <a href="#">Introduction to Lesson Plan Framework [6:28]</a></li><li>• <a href="#">Video Clip 1: Top Section of Template, PA Standards, Objectives/Performance Expectations, &amp; Activate Prior Knowledge/Motivation sections [4:30]</a></li><li>• <a href="#">Video Clip 2: Essential Questions, Materials Needed, &amp; Vocabulary sections [2:53]</a></li><li>• <a href="#">Video Clip 3: Sequence of Lesson &amp; Differentiation sections [6:24]</a></li><li>• <a href="#">Video Clip 4: Assessment Evidence/Level of Learning &amp; Closure sections [3:31]</a></li><li>• <a href="#">Video Clip 5: Classroom Environment section [2:32]</a></li></ul> <b>Review</b> the following: <ul style="list-style-type: none"><li>• Ch. 7 of <i>Learning That Transfers: Designing Curriculum for a Changing World</i></li><li>• Depth of Knowledge (DOK) Levels</li><li>• Figure 7.19 Feedback Plan Template</li></ul>
<b>Graded Assignments</b>

*Complete these graded assessments by the end of the week unless specified otherwise.*

**Week 6 Discussion 6.1: Depth of Knowledge Reflection**

**Complete** the following by 11:59 p.m. (Eastern Time) on Thursday.

**Choose** an assessment you have created (preferably one related to your PBL team project).

- **Refer** to Webb's Depth of Knowledge (DOK) Levels

**Analyze** the level of the activities or questions in your assessment.

**Reflect** on if and how you can increase the level of your students' thinking by revising the language used in the assessment.

**Provide** specific examples.

**Review** the Discussion Rubric.

**Post** constructive criticism, clarification, additional questions, and your own relevant thoughts using the RISE Model to 1 of your classmates' posts by 11:59 p.m. (Eastern Time) on Sunday.

**Week 6 Assignment: Case Study - Formative and Summative Assessments Strategies**

**Complete** the [Case Study](#) activity by choosing the best form of assessment. Follow the instructions in the case study. Be sure to include cited support and an accompanying reference section in your reflection.

**Submit** a copy of your completed PDF by 11:59 p.m. (Eastern Time) on Sunday.

**Week 6 Team Assignment: PBL Unit Project - Individual Lesson Plans**

**Divide** the learning activities from your UBD Stage 3 Template among your group members to create individual lesson plans. You must use the GMercyU Lesson Plan Framework Template for each lesson plan. All activities must be reflective throughout the lesson plans (you are creating a unit of plans).

**Review** the Lesson Plan Rubric.

**Include** a separate individual reflection including cited support and an accompanying reference section answering these questions:

- Provide at least 1 detailed assessment from your lesson (formative or summative). Explain why you chose this assessment type.
- Review Figure 7.3 Rubric for Conceptual Understanding and Transfer. Reflect on its effectiveness for student self-assessment. How can you incorporate this rubric in your lesson's

assessment? Modify its contents to fit your lesson's specific needs.

**Submit** your lesson plans and reflection no later than 11:59 p.m. (Eastern Time) on Sunday.

**Week 6 Journal: Team Assignment: PBL Unit Plan Check-In Entry Five**

**Write** a check-in entry that provides an update on the status of your learning team. Your entry should include the following:

- How is it going with your learning team this week?
- Have there been any highs or lows you would like to share?
- Are there any concerns or questions?

*Note:* Your check-in is visible only to your instructor.

**Submit** check-in entry in a word document no later than 11:59 p.m. (Eastern time) on Sunday.

<b>Week 7: Project Based Learning - Culminating Understanding by Design</b>
<b>Learning Objectives</b>
<p>7.1 Apply various strategies to develop a coherent project-based learning experience.</p> <p>7.2 Determine and reflect on how to integrate key learning in your teaching practice.</p> <p>7.3 Develop your final PBL project.</p> <p>7.4 Participate in activities that will broaden your knowledge of secondary education across multiple domains.</p>
<b>Resources, Activities, and Preparation</b> <i>Utilize these resources and complete these activities in preparation for your graded assignments.</i>
<b>Required Readings</b> Read Ch. 8 of <i>Learning That Transfers: Designing Curriculum for a Changing World</i> .
<b>Graded Assignments</b> <i>Complete these graded assessments by the end of the week unless specified otherwise.</i>
<b>Week 7 Discussion 7.1: Assessing Transfer in the Context of Taxonomy for Learning, Teaching, and Assessment</b> <b>Respond</b> to the following questions by 11:59 p.m. (Eastern Time) on Thursday. Provide specific examples to support your answers: <ul style="list-style-type: none"><li>• Provide a brief description of the PBL unit you created with your team.</li><li>• Consider the conceptual, procedural, and metacognitive knowledge levels of your students after completing this unit. Do you think you have achieved the goal of learning transfer?</li><li>• Will your students walk away able to apply their learning to unknown contexts? How do you know?</li></ul> <b>Review</b> the Discussion Rubric. <b>Post</b> constructive criticism, clarification, additional questions, and your own relevant thoughts using the RISE

<p>Model to 1 of your classmates' posts by 11:59 p.m. (Eastern Time) on Sunday.</p>
<p><b>Week 7 Discussion 7.2: Transfer Strategies in Education Flipgrid (now Flip)</b></p> <p><b>Review</b> Chapter 8: Instructional Design, Transfer Phase Strategies for the seven transfer phase strategies.</p> <p><b>Choose</b> 1 strategy that resonates with you the most.</p> <p><b>Create</b> a 1-minute video explaining the strategy to your colleagues.</p> <p><b>Post</b> your Flipgrid (now Flip) video by 11:59 p.m. (Eastern Time) on Thursday.</p> <p><b>Review</b> the Discussion Rubric.</p> <p><b>Post</b> constructive criticism, clarification, additional questions, and your own relevant thoughts using the RISE Model to 1 of your classmates' posts in Flipgrid (now Flip) by 11:59 p.m. (Eastern Time) on Sunday. Include citations and a reference section in your response since your initial post was a video. <b>Please note:</b> Flip has a limit on comments. Feel free to post your peer response in the discussion forum to avoid trying to fit your response within Flip's limitations (you would post it like an initial post). Both places will be checked, so either place is fine.</p>
<p><b>Week 7 Team Assignment: PBL Unit Project - Final Submission</b></p> <p><b>Revise</b> your Team PBL Unit Project based on the feedback from your instructor.</p> <p><b>Submit</b> a final copy of the completed UBD template for your PBL unit by 11:59 p.m. (Eastern Time) on Sunday.</p> <p><i>Note:</i> Be sure the revised lesson plans created by you and your team members are in chronological lesson order as listed in the UBD Template. Include any assessment files and rubrics. Each team member must submit the unit.</p>
<p><b>Week 7 Journal: Team Assignment: PBL Unit Plan Check-In Entry Six</b></p> <p><b>Write</b> a check-in entry that provides a final update on your learning team. Your entry should include the following:</p> <ul style="list-style-type: none"><li>• How did it go with your learning team this week?</li><li>• Were there any highs or lows you would like to share?</li><li>• Final thoughts you want to share about your learning team.</li></ul> <p><i>Note:</i> Your check-in is visible only to your instructor.</p> <p><b>Submit</b> check-in entry in a word document no later than 11:59 p.m. (Eastern time) on Sunday.</p>

**Week 7 Assignment: Field Experience Logs**

**Review** the feedback provided by your instructor on the Field Experience Log Check-In Assignment from Week 4.

*Note:* You will not be able to continue progressing in the program without having completed your field experience for this course.

**Submit** your field experience log by 11:59 p.m. (Eastern Time) on Sunday.

*Note:* Be sure all pages are included in one file.