

COURSE OUTLINE

Teaching Methods, Planning, and Assessment

Course Description

ED 255. Teaching Methods, Planning and Assessment. 3 hours credit. The course will enable the student to examine various instructional strategies and corresponding approaches to planning and assessment, with an emphasis on teaching diverse student populations. The student will cultivate the knowledge and skills necessary to function as an effective teacher in the classroom. Throughout the course the student will discover strategies for creating classroom learning environments that fully engage learners and promote academic success for all students.

Course Relevance

This course is designed to develop teachers who are adept at planning and practicing engaging classroom lessons with authentic assessment activities in any content area. The student will reflect critically concerning the behaviors, attitudes, and actions manifested by effective teachers of diverse populations and consider how this information can be applied to the teaching environment.

Required Materials

Bowman, S. (2005). *How to give it so they get it: A flight plan for teaching anyone anything and making it stick*. Glenbrook, NV: Bowperson Publishing Company.

Janesick, V. J. (2006). *Authentic assessment: Peter Lang primer*. New York, NY: Peter Lang Publishing, Inc.

Ryan, K., Cooper, J.M., & Tauer, S. (2008). *Teaching for student learning: Becoming a master teacher*. Boston: Houghton Mifflin.

Recommended Materials

Bowman, S. (2005). *Preventing death by lecture! Terrific tips for turning listeners into learners*. Glenbrook, NV: Bowperson Publishing Company.

Mendler, A. (2000). *Motivating students who don't care: Successful techniques for educators*. Bloomington, IN: Solution Tree.

Learning Outcomes

The intention is for the student to be able to:

1. Identify and develop teaching methods and classroom strategies that engage students, promote learning, and motivate students to learn
2. Identify and develop authentic assessment practices for a specific content area

3. Create and apply a comprehensive content unit plan that models effective planning, teaching, and assessment techniques in an academically and culturally diverse classroom

Learning PACT Skills that will be DEVELOPED and/or documented in this course

Through the student's involvement in this course, he/she will develop his/her ability in the following PACT skill:

Analytical Thinking Skills

1. Critical thinking
 - Through class discussion, writing assignments, group projects, peer-and self-critiquing, research, development of an electronic portfolio, and classroom field experience, the student develops critical analysis of the factors related to effective teaching practices.

Major Summative Assessment Task(s)

The learning outcomes and the Learning PACT skills will be demonstrated by

1. Development of an electronic portfolio in the form of a comprehensive unit plan for a particular content area with
 - A. Minimum of five lesson plans within the content unit with each lesson modeling a particular teaching method
 - B. Motivation strategies for non-responsive learners in the content area
 - C. Specific teaching strategies for the content area that seek to meet the learning needs of a diverse population, to include culturally diverse students, ESL students, and students with exceptionalities
 - D. Formal, informal and authentic assessment measures for each lesson within the unit
2. Classroom facilitation of at least three prepared lessons from the above unit plan

Course Content

- I. Themes – Key recurring concepts that run throughout this course:
 - A. Effective and comprehensive planning
 - B. Teaching methods for diverse learners
 - C. Formal, informal, and authentic assessment
 - D. Student engagement in the content
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
 - A. Recognizing successful teaching and assessment practices and techniques for a culturally and academically diverse student population
 - B. Understanding the importance of comprehensive planning
 - C. Promoting student engagement in lesson content
- III. Concepts – Key concepts that must be understood to address the issues:
 - A. Diversity
 - B. Assessment
 - C. Planning
 - D. Teaching methods
 - E. Student engagement

- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
 - A. Identify teaching methods that promote student engagement in lesson content
 - B. Evaluate instructional practices for culturally and academically diverse student populations
 - C. Design formal, informal, and authentic assessments for specific content lessons
 - D. Develop a comprehensive unit plan for a specific content area
 - E. Facilitate unit lesson plans in a classroom for a specific content area

Learning Units

- I. Learning and teaching styles
 - A. Understanding and recognizing different learning styles
 - B. Teaching models for diverse learners
 - C. Motivating students to learn
 - D. Strategies for effective teaching practice
- II. Planning for culturally and academically diverse students
 - A. Using the Styles Map for comprehensive planning
 - B. Writing effective unit plans
 - C. Incorporating differentiated instruction into planning
 - D. Planning assessment activities
- III. Understanding and identifying meaningful assessment
 - A. Choosing assessment tools
 - B. Assessment for culturally and academically diverse learners
 - C. Evaluation of assessment measures
 - D. Classroom grading techniques
- IV. Classroom practice
 - A. Putting the unit plan into classroom practice
 - B. Challenges in teaching a diverse group of learners
 - C. Approaches to meeting learners needs
 - D. Content specific lessons
 - 1. Increasing academic achievement
 - 2. Empowering teachers
 - 3. Cooperative learning

Learning Activities

Learning activities will be assigned to assist the student to achieve the intended learning outcomes through mini lectures, podcasts, instructor and student led discussions, internet searches, group activities, projects, portfolios, classroom field experience, and other activities at the discretion of the instructor.

Grade Determination

The student will be graded on learning activities and assessment tasks. Grade determinants may include the following: group discussion, comprehensive student projects, student presentations, class participation, electronic portfolios, classroom field

experience reflections and evaluations, and other methods of evaluation employed at the discretion of the instructor.