Wilmington University
College of Education

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skills and lesson th388.6 Tm0 g

: Candidates will evaluate and reflect on existing teacher lessons. Candidates will design, plan, and implement a minimum of two lessons. Candidates will analyze and reflect on the design of instructional planning, the use of technology, and student learning.

Learning Outcome 2 – Implementing and Analyzing Instruction (ACEI 3.1, 3.2, 3.3, 3.4, 3.5 / CEC 2,3,4,5 / InTASC 3,4,5,7,8)

1. The candidate will describe and reflect upon physical, social, behavioral, developmental, linguistic, cultural or health factors that impact teacher and learning in the classroom.
2. The candidate will describe and reflect on the assigned classroom including grade level, content area, subject matter, number of students and students with special needs.
3. The candidate will describe and reflect upon school and surrounding community factors that impact teacher and learning in the classroom.
4. The candidate will use assessment results to determine and implement accommodations and different research based instructional approaches.
5. The candidate will use post assessment results to analyze and reflect on student learning.
6. The candidate will use post assessment analysis to inform future instruction.
7. Using video evidence, the candidate will analyze and reflect on classroom management strategies.
8. The candidate will know and apply state and national standards.
9. The candidate will differentiate general and specialized learning experiences to make them accessible to all learners.

Candidates design, plan, and implement a minimum of two lessons. Candidates will demonstrate the ability to adjust instruction for the whole class as well as those with different learning needs. Candidates will analyze and reflect on lesson enactment and student learning.

Learning Outcome 3 – Learning Environment (ACEI 3.4 / CEC 2.1 / InTASC 3)

1. The candidate will identify and maintain classroom teacher's expectations and procedures in coordination with students.
2. The candidate will implement appropriate behavior modifications, strategies, and accommodations based on student needs.
3. The candidate will continuously reflect and refine classroom expectations and procedures based on student learning and behavioral needs.
4. The candidate will identify, plan, and arrange the physical environment to adapt or accommodate for varying learner needs.
5. The candidate will analyze and reflect on student to student interaction and candidate to student interaction.
6. The candidate will plan, implement, and reflect on various instructional groups used during lesson.
7. The candidate will facilitate intellectual engagement of students through appropriate learning activities and strategies.

have the basic pedagogical content knowledge and application for the classroom to begin teaching as an entry-level teacher.

Sherwood, G., & Horton-Deutsch, S. (2012). . Indianapolis, IN: Sigma Theta Tau International.

The Framework for Teaching A document from the Danielson Group, The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching.

Understanding Learning - Links

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Snow, D., Barley, Z., & Mid-continent Research for Education and Learning (Organization). (2005). Classroom strategies for helping at-risk students. Alexandria, VA: Association for Supervision and Curriculum Development.

Woodcock, S., & Vialle, W. (2010). The Potential to Learn: Pre-Service Teachers? Proposed Use of Instructional Strategies for Students with a Learning Disability. Contemporary Issues In Education Research, 3(10), 27-38.

6. building an ongoing developmental program that allows for continuous improvement,

Assessment(s): Candidates will evaluate and reflect on existing teacher lessons. Candidates will design, plan, and implement a minimum of two lessons. Candidates will analyze and reflect on the design of instructional planning, the use of technology, and student learning.

Learning Outcome 2 Implementing and Analyzing Instruction (AMLE 1c, 2a, 2c, 3b, 4a, 4b / CEC 2,3,4,5 / InTASC 3,4,5,7,8)
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Assessment(s): Candidates will evaluate and reflect on existing classroom expectations, procedures and routines. Candidates will create, plan and implement a minimum of two lesson plans. Candidates will record each lesson and reflect on student behavior and implemented modifications and strategies.

Learning Outcome 4 Professionalism (AMLE 3b, 5a, 5b, 5d / CEC 6.1, 6.2, 6.3 / InTASC 9)
Learning Activities/Performance Tasks:

1. The candidate will analyze and reflect upon his or her own personal learning goals.
2. The candidate will select appropriate professional development and learning activities that align to his or her learning goals.
3. The candidate will communicate to colleagues, peers, families, students and the greater community in a professional manner.
4. The candidate will demonstrate and maintain professional teaching dispositions and behavior.

Assessment(s): Candidates compose a philosophy of education integrating a research based learning theory. Candidates reflect and compose written responses to the Professional Growth and Responsibilities form. Candidates will document active engagement in assigned classroom through TaskStream portfolio.

Level of Engagement within the 60 hours:

Additional Course Information and Schedule of Class Activities will be posted on the course blackboard site

Assignments and Grading

1. Class Discussions, Activities, and Reflections
2. Professional Growth Plan
3. Philosophy of Education
4. Plan, develop, and enact two lesson plans integrating technology
5. Analyze and reflect on enactment of instruction, learning environment and student learning.
6. Field Based Engagement Portfolio

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College of Education Attendance Policy:
In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the • – — † ‡ • – ï • ” ‡ • ’ ‘ • • ‹ „ ‹ Ž ‹ – › – ‘ ‘ „ assignments on the due dates. Students who register and enter the course on the drop/add date have four days to complete the first ™ ‡ ‡ • ï • ƒ • • ‹ ‰ • • ‡ • – • ä

Course Materials and Reading List

Antoniou, P., & James, M. (2014). Exploring Formative Assessment in Primary School Classrooms: Developing a Framework of Actions and Strategies. Educational Assessment, Evaluation And Accountability, 26(2), 153-176.

Council for Exceptional Children. (2017). CEC Initial and Advanced Program Standards. Retrieved from https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards/CEC-Initial-and-Advanced-Preparation-Standards

Delaware Performance Appraisal System II (DPAS II). A document from the Delaware Department of † — … ƒ – ‹ ‘ • â ‹ • ‡ Ž ƒ ™ ƒ ” ‡ ï • • – ƒ – ‡ ™ ‹ † ‡ ‡ † — … ƒ e system, ƒ Ž — DPAS II establishes consistent educator and student performance expectations and outcomes across all schools.

Haynes, A. (2010). The complete guide to lesson planning and preparation. London: Continuum.

Hess, F. (2015). The cage-busting teacher. Cambridge, MA: Harvard Education Press.

Lemov, D. (2010). Teach like a champion: 49 techniques that put students on the path to college (1st ed. ed., Josse-Bass teacher). San Francisco: Josse-Bass.

Praxis Performance Assessment for Teachers. An examination and documents from Education Testing Systems (ETS); The PPAT assessment evaluates test takers on their abilities to impact student learning as it relates to the InTASC Model Core Teaching Standards, demonstrating that they