AUGSBURG COLLEGE
ESE 325--WEC
CREATIVE LEARNING ENVIRONMENTS
Spring 2009

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Credits: 1 course

Pre-requisite: Admission to Teacher Education Program.

Course Description: The study of the basic core of teaching models, strategies, and skills to function effectively in teaching situations K-12 with an exploration of the issues and procedures surrounding standards and assessment as they apply to the classroom.

Required Texts:
Arends, R. I. .(1997). *Classroom Instruction and Management*. New York: McGraw-Hill. (Order through Amazon)
Airasian, P.W. (2000). *Assessment in the Classroom: A Concise Approach*. New York: McGraw-Hill.

Augsburg College Education Department Mission Statement:
The Augsburg College Education Department commits itself to developing future educational leaders who foster student learning and well-being by being knowledgeable in content, being competent in pedagogy, being ethical in practice, building relationships, embracing diversity, reflecting critically, and collaborating effectively.

Mission Themes (MT) assessed in this course: Students will be competent in pedagogy through experiences and assignments completed in this course.

Applicable Standards for Effective Practice:
- **Standard 1.** Subject Matter. A teacher must understand the central concepts, tools of inquiry, and structure of the discipline taught and be able to create learning experiences that make these aspects of subject matter meaningful for students. The teacher must:
  C. connect disciplinary knowledge to other subject areas and to everyday life;
  J. design interdisciplinary learning experience that allow students to integrate knowledge, skills that allow students to integrate knowledge, skills and methods of inquiry across several subject areas.
- **Standard 2.** Student Learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:
  D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;
  E. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains;
  F. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks;
  G. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding o group interaction, and eliciting oral, written, and other samples of student thinking.
- **Standard 3.** Diverse Learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

A. understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning;
K. identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs;
L. use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;
M. accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;

- **Standard 4.** Instructional Strategies. A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:
  A. understand Minnesota's graduation standards and how to implement them;
  C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;
  E. nurture the development of student critical thinking, independent problem solving, and performance capabilities;
  G. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interest;
  H. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying an using learning resources;
  I. monitor and adjust strategies in response to learner feedback;
  J. vary the instructional process to address the content and purpose of instruction and the needs of students;
  K. develop a variety of clear accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking;
- **Standard 5.** Learning Environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:
  C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;
  D. know how to help people work productively and cooperatively with each other in complex social settings;
  E. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;
  H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;
  K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities;
  L. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;
  M. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;
  N. organize, allocate, and mange the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;
  O. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;
- **Standard 6.** Communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question.

- **Standard 7.** Planning Instruction. A teacher must be able to plan and mange instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:
  A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;
  B. plan instruction using contextual considerations that bridge curriculum and student experiences;
  C. plan instructional programs that accommodate individual student learning styles and performance modes;
  D. create short-range and long-range plans that are linked to student needs and performance;
  E. plan instructional programs that accommodate individual student learning styles and performance modes;
  F. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and help all progress;
- **Standard 8.** Assessment. A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:
  A. be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;
  B. understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work;
  C. understand the purpose of and differences between assessment and evaluation;
  D. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;
  E. select, construct, and use assessment strategies, instruments, and technology appropriate to the learning outcomes being evaluated and to other diagnostic purposes;
  F. use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;
  G. use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, and standardized test;
  H. use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;
  I. implement students' self-assessment activities to help them their own strengths and needs and to encourage them to set personal goals for learning;
  J. evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;
  K. monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;
  L. establish and maintain student records of work and performance;

Course Objectives:

1. The student will demonstrate understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation (MSEP 2, 3, 5).

2. The student will demonstrate understanding of how to plan and mange instruction based upon knowledge of subject matter, students, the community, and the curriculum goals (MSEP 2, 3, 4 ,7).

3. The student will demonstrate the understanding and the uses of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner (MSEP 8).

4. The student will demonstrate the understanding and uses of a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills (MSEP 4, 6, 7).

5. The student will demonstrate an understanding of the Minnesota Graduation Rule and its implementation into the school curriculum (MSEP 1).

Assessment Summary:

Assessment Tool	Activities/Document	Program Standard
Lesson Plan	written plan	2D, 2G, 4E, 4G, 4I, 5D, 5M, 5N, 7A, 7C
Microteaching	presentation	4C, 4K, 5D, 5E, 5H, 5K, 5L, 5O 6J,
Construct and Evaluate test	test assignment	8B, 8D, 8E,
Journals/service learning	reflective journals	4A, 4E, 5E, 5K, 5O, 8H, 8J, 8K, 8l,
Midterm and final	written tests	1J, 2D, 2F, 2G, 3A, 3K, 4A, 4C, 5C, 5D, 5E, 5H, 5K, 7A, 8B, 8C, 8D
Unit plan	interdisciplinary group unit	1C, 1J, 2E, 2F, 3A, 3K, 3L, 3M, 4A, 4G, 4H, 4J, 5C, 5K, 6, 7A, 7B, 7D, 7E, 7F, 8A, 8C, 8E, 8F, 8G, 8I
Curriculum Plan	Subject area scope & sequence and assessment tools	1C,1J,2E,2F,3A,3K,3L,7A,7B,7C ,7D,7F,7H,8A,8C,8D,8E,8F, 8G,8I

Assessment Descriptions: See handouts.
Make a spreadsheet (with formulas) using Excel.: Grade book
Demonstrate proficiency in writing and delivering active learner-centered lessons which feature students using digital technologies to guide their own learning.

Service Learning: *ESE 325 Creating Learning Environments.* This course requires a 20 hour field experience in a secondary level classroom in the content area appropriate to licensure. During this time students will observe and teach one lesson.

Grading Procedure: There following components will be used to determine your final grade for this course; all components must be completed. All assignments will be explained in class, and descriptions and rubrics for each will be provided.

1. Content area curriculum plan and microteaching (20%)
2. Interdisciplinary unit (15%)
3. Service learning experience (including log, journal entries, videotape, and self-evaluation) (20%)
4. Midterm, final, and quizzes (35%)
5. Participation and class work (10%)

Technology Expectations:
As an education department, we expect these entry-level technology skills from our pre-service teachers:

- Read and answer e-mail regularly and in a timely fashion, using your Augsburg College email address.
- When required, attach documents to email.
- Make active use of online course resources (e.g., Blackboard).
- Access and use online file space (e.g., AugNet/Netware space).
- Use word processing for assignments. We require that they be done in Microsoft Word and that they are run through Spell Check.
- Have the ability to access and navigate the Internet.

Students who do not possess these skills should contact personnel in the student computing lab in Lindell Library for help in developing them. Students will receive training in Augsburg specific software such as Blackboard and AugNet in college orientation programs and/or in beginning coursework. Augsburg computer labs all have Microsoft Word for those students who do not have access to this software elsewhere.

College/Course Policies
Attendance Policy:
Students are expected to attend and participate in **ALL** course sessions. The instructor should be notified BEFORE class if attendance is not possible. If a student is unable to attend a class, arrangements for missed notes, assignments, and handouts should be made with other class members. The student cannot earn higher than a 3.5 if one session is missed. The student will not be able to complete the course if two or more sessions are missed.

Honesty Policy:
The Augsburg College Policy on academic honesty applies to this course. You will be required to acknowledge your compliance with this policy. Compliance procedures will be discussed further in class.

Student rights and responsibilities:
Students with diagnosed learning disabilities or physical handicaps have legal rights to course modifications. Please identify yourself so that I may assist you with your learning. All students are encouraged to use the College Counseling and Student Development staff services as needed, as well as the writing lab.

Those student who earn 95% of the total points will receive a 4.0 for the course. Similarly: 90-94.5%=3.5; 85-89.5%=3.0; 80-84.5%=2.5; 75-79.5%=2.0; 70-74.5%=1.5; 65-69.5%=1.0; 60-64.5%=0.5; & 0-59%=0.0.

Late Work:
Every attempt should be made to turn work in on time. Due dates are firm. The instructor reserves the right to refuse late work or give partial credit if no arrangement has been made between the instructor and student in advance. NO work will be accepted following the last day of the course unless the incomplete policy is in use.

Tentative Schedule
Spring 2009

(Final syllabus will be handed out at the first class)

Date	Topic	Assignments due
April 4	Introduction and Overview Review of Bloom's Taxonomy and the big question" Productive thinking	Arends: Intro, chapters 1 and 6
April 18	Lesson planning Unit planning Rigor and relevance	Arends: chapters 2-4 Journal #1
April 25	Creating a positive learning environment Teacher expectations and student-centered learning Relationships	Arends chapter 5 Airasian chapters 1-3
May 9	Engaging diverse learners Contemporary issues Mid-quarter exam	Curriculum plan Journal #2 Independent reading on diverse learners
May 16	Differentiating curriculum Learning styles Formative and summative assessment Rubrics	Arends: chapter 5 Airasian chapters 4-5 Journal #3
June 6	Statistics, standardized tests, interpreting scores Communication with parents/guardians Strategies for the student who isn't learning	Airasian: chapters 6-7 Video critique Journal #4 Interdisciplinary unit
June 20	Interdisciplinary unit presentations Wrap up Final exam	Service hours log, self-evaluation, teacher evaluation