

Augsburg College
(WEC) ESE 325 Creating Learning Environments
Fall 2003

Credits:	1.0
Prerequisites:	Admission to the Education Department
Instructor:	Lisa Hyland 10491 Golden Eagle Trail Woodbury, MN 55129 (651) 735-9907 hyland@augsborg.edu
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.
Department Mission:	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	Being competent in pedagogy; Building relationships.
Applicable Standards For Effective Practice:	<p>Standard 1—Subject Matter: A teacher must understand the central concepts, tools of inquiry, and structures of the discipline taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.</p> <p>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.</p> <p>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.</p> <p>Standard 4-- Instructional Strategies: A teacher must understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p>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.</p> <p>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.</p> <p>Standard 7-- Planning Instruction: A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <p>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.</p>

Course Objectives:

The student uses the 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

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

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

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

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

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

Field Experience Requirement: This course requires a 20 hour field experience in a secondary level classroom in the content area appropriate to licensure.

Required Texts: Arends, Richard D., Classroom Instruction and Management, McGraw Hill, MY 1997
 Airasian, Peter A. Assessment in the Classroom, 2000.

Assessment Summary:

Assessment Tool	Activities/Document	Program Standard
Class work accumulation	3-ring binder	
Journal/service learning	4 reflective journals	4A, 4E, 5E, 5K, 5O, 8H, 8J, 8K, 8L
Curriculum Plan	subject area scope and sequence & assessment tools	1C, 1J, 2E, 2F, 3A, 3K, 3L, 7A, 7B, 7C, 7D, 7F, 7H, 8A, 8C, 8D, 8E, 8F, 8G, 8I
Lesson Plan	written plan	2D, 2G, 4E, 4G, 4I, 5D, 5M, 5N, 7A, 7C
Microteaching	presentation of written plan	4C, 4K, 5D, 5E, 5H, 5K, 5L, 5O, 6J
Construct & Evaluate Test	interdisciplinary unit	8B, 8D, 8E
Midterm and Final Exams	written tests	1J, 2D, 2F, 2G, 3A, 3K, 4A, 4C, 5C, 5D, 5E, 5K, 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
Excel Spreadsheet	interdisciplinary group unit	

Assessment Descriptions:

Class Work Binder

A 3-ring binder should be organized and maintained with the following dividers: Text notes, Grad Standards info, curriculum plans, sample lesson plans, interdisciplinary units, journal reflections/observation info.

Reflective Journals

Four reflective journal entries are to be completed throughout the course on topics assigned (see attached sheet). Entries are due on the date for which they are assigned as indicated on the tentative schedule. Each entry should be dated and titled to indicate topic. They should be one to two pages in length, reflective, and thoughtful.

Service Learning

Students will spend at least 20 hours in any school setting observing and teaching at least one lesson. You may make arrangements yourself, or you may contact Merri Benasutti at (612)330-1208 if assistance is needed. Hours must be logged, and the cooperating teacher should complete a practicum student assessment form. The lesson taught should be video taped and self-evaluated for both planning and delivery. The log, assessment, video, and self-evaluation are all due the seventh session, March 22.

Curriculum Plan

Groups of like subject area will develop a year-long scope and sequence of a course they might teach in the future. Further information will be given on an attached sheet.

Lesson Plan

Students will develop one lesson plan demonstrating their understanding of the syntax of one of the instructional models presented in session 3. Students will fulfill the technology requirement of writing a lesson plan that includes students using digital technologies to direct their own learning.

Microteaching

Students will present their written lesson plan, demonstrating one of the instructional models discussed in session three. Presentations will be given during, session four.

Test Construction and Evaluation

Students will construct an evaluation as part of the interdisciplinary unit. The test should cover a unit of study that demonstrates the group or individual's understanding of test construction and ability to write a variety of test items. The test may be presented to the class for discussion.

Midterm

Students will take a midterm exam during session four covering material covered in the Arends text and Airasian CH 3 as well as class discussion in sessions 1-3. The test will consist of objective and short-answer items.

Final Exam

Students will take a final exam during session eight. The final exam will cover material from the Airasian text as well as class discussion in sessions 4-7. The test will consist of objective and short answer items.

Interdisciplinary Unit Plan

Students will be grouped with others from different content areas. You will plan a three week unit consisting of three parts. This assignment will assist you in planning lessons that take into consideration motivational factors, learning styles, MN Grad Standards, and inclusion. Students will fulfill the technology requirement of creating an Excel spreadsheet using formulas as part of the grading portion of the unit.

Grading Procedure:

There are several components to your final grade for this course. Each assignment will be discussed further in class. These assignments include:

Class work accumulation (3-ring binder)	5 pts.
Journal	20 pts. (5 pts./entry)
Service learning (time log, video, self-evaluation)	10 pts.
Curriculum Plan	30 pts.
Lesson Plan	15 pts.
Microteaching	15 pts.
Midterm	20 pts.
Final Exams	20 pts.
Interdisciplinary Unit Plan	60 pts.
Group processing form	<u>5 pts.</u>
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	200 pts.

College/Course Policies

Attendance Policy:

Students are expected to attend and participate in all course sessions. If a student is unable to attend a class, arrangements for missed notes, assignments, and handouts should be made with other class members.

Honesty Policy:

The Augsburg College policy on academic honesty applies to this course.

Student Rights/Responsibilities:

Students with diagnosed learning disabilities or physical handicaps may have legal rights to course modifications. All students have the right to use the College Counseling and Student Development staff services as well as receive assistance from the writing lab.

Teaching Strategies:

Students will benefit from lectures, discussions, small group activities, and writing and research assignments.

Grading Procedure:

100-95%	4.0	Highest standard of excellence
94%-90%	3.5	
89%-85%	3.0	Above basic course standard
84%-80%	2.5	
79%-75%	2.0	Meets basic course standard
74%-70%	1.5	
69%-65%	1.0	

Late work

Every attempt should be made to turn work in on time. The instructor reserves the right to refuse late work or give partial credit if no agreement 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.

Technology Expectations

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

- * Read and answer email 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 these skills. 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.

Tentative Course Schedule

Session	Date	Topic	Assignments
1	Sept. 6	intro and class overview classroom life instruction and leadership teacher planning class management basics of assessment and evaluation	Arends Intro & Ch 1 Arrange observation site
2	Sept. 20	Learning and study strategies Curriculum mapping Scope and Sequence MN Grad Standards Performance Packages The "Fit" into Curriculum	Arends Ch 6 Journal #1 due Meet with content group
3	Oct. 4	Lesson Planning Objectives Teaching Strategies Discuss Interdisciplinary Unit	Arends Ch 2-4 Airasian Ch 3 Group Curriculum Plan due
4	Oct. 18	Classroom Discussion Microteaching Midterm Exams	Arends Ch 5 Lesson Plan due at time of presentation Journal #2 due
5	Nov. 1	Assessments	Airasian Ch 1 & 2
6	Nov. 8	Developing Tests Using Performance Tasks Embedding Tasks	Airaisian Ch 4 Airasian Ch 5 Journal #3 due
7	Nov. 22	Grading Rubrics Checklists Statistics Standardized Tests	Airasian Ch 6 & 7 Video and critique due Journal #4 due
8	Dec. 6	Interdisciplinary Unit Presentation Final Exam	Unit plan due Service hours log due In-class evaluation of class binder

Creating Learning Environments

Course Assignment Information

Revised 8/1/03

Lisa Hyland

Creating Learning Environments Journal Entries

- Journals should be one to two pages in length.
- Entries should reflect thoughts you have in relation to the topics below.
- For full credit, please go beyond reporting of facts to interpretation of observation.
- Attempt to put your observations in terms learned in the text and class.
- I will look for quality, not quantity.

Journal #1: Classroom Environment

1. Physical -- Start with the building and move to the classroom.
 - a. What are the conditions of the 1) buildings and classrooms, the 2) condition of the building such as the grounds, 3) signs, posters, and information displayed in the showcases and bulletin boards.
 - b. How is the classroom set up?
 - c. How does the classroom feel as a learning environment?
 - d. What about the room makes it feel positive/negative?
2. Socio-emotional -- How does it “feel” to be in the school? There is an atmosphere in a school that is created by the administrators, teachers, staff, and students. In some places it is a happy, outgoing feeling while in other schools it is a tired, boring factory feeling. How does it feel in your school/classroom?
Look and listen to:
 - a. Interactions among students, faculty, and staff in all parts of the school.
 - b. Listen to what is said and how it is said. What does it tell you?

Journal #2: Teaching Strategies

1. From where does the teacher receive information on what s/he should be teaching?
2. How does the teacher organize instruction (lesson plans, units, etc.)
3. What methods are used to accommodate students who have different difficulties? What help is available to students?
4. What teaching strategies are used in the classroom?
5. What does the teacher do and say? How does the teacher begin the class/lesson? How does the teacher make transitions between activities? How does the teacher bring the lesson to a close?
6. How does the teacher interact with students? What kind of management strategies do you see?

Journal #3: Assessment

1. How does the teacher assess student learning?
2. Is the assessment embedded in the lessons or does it follow a unit?
3. What objective and/or subjective measurements are used to determine grades? What tests or assignments are used?
4. How are students and parents informed about student progress?
5. What suggestions does your teacher have for you as far as establishing criteria for grading?
6. How are Graduation Standards implemented in the classroom?

Journal #4: Final Reflection

1. What teaching tips or teaching strategies did you see that impressed you during this experience?
2. Where did you see the connections from what was learned in class to what you saw in your classroom?
3. How has this experience impacted your desire to teach?
4. Add any final thoughts that you have related to your experiences during this semester.

Self-Evaluation of Video Taped Lesson

After viewing the video of your lesson, write a one to two page analysis based on your planning and your presentation.

Instructional Strategy (planning)

Preparing is important for successful teaching. Consider the following list in analyzing your planning skills, then answer the questions below.

1. Use of lesson plan
2. Use of anticipatory set for motivation
3. Use of variety of materials and experiences
4. Use of examples and analogies
5. Use of higher level questioning
6. Use of time and closure
7. Overall creativity

1. Which teaching strategies did you use?
2. What was successful about the strategies you chose?
3. How would you modify your lesson plan to make it more effective?

Presentation Style (Delivery)

In assessing the effectiveness of your delivery, consider the following list and answer the questions below.

1. Use of voice inflection and nonverbal cues
2. Eye contact
3. Peripheral awareness (overlappingness and withitness)
4. Acceptance of student responses
5. Use of names
6. Listening
7. Sense of humor
8. Use of body (movements) and hands (gestures)

1. What did you do well in presenting your lesson?
2. How could you improve your delivery?

Steps for Completing the Curriculum Plan Cooperative Project with Like Content Area Members

1. **Choose a text.**

You may use a text from the curriculum lab, one you have, or one you have borrowed from your cooperating teacher.

List your subject area and authors of your “anchor” text.

2. **List the grade level.** (3 pts.)

This may or may not be the recommended age by the publisher. In a brief, 3-5 sentence statement, tell why the unit is developmentally appropriate for the age of the designated students. This will be determined by the needs and interests of the students as well as their zone of proximal development. (While a reflective teacher may modify once they know their students, you need to begin with an overall plan based on your predictions.)

3. **Curriculum goals.** (3 pts.)

What skills and content do you want your students to learn? These will be a few (3-7) broad goals to encompass the course. Many may be found in the text itself. Sometimes they are defined by the district or department. In some states, they may be mandated. How much “wobble room” do you have? You may wish to add others depending on how you modify the course content and other resources you bring into the course.

4. **Outline of content.** (5 pts.)

After choosing which skills and/or content to cover in units, how will you order the units? Chronologically? Topically? Thematically? Skill progression?

5. **Time allotment and class period length** (3 pts.)

On the scope and sequence, please place time estimates next to each unit. Will you teach 50 minute classes all year or 85 minute classes for one quarter?

6. **Placement of MN Grad Standards** (2 pts.)

Download the standards for your content area from the Department of Education website and print them out. Decide which objective(s) you could fit into your course. (At least one.) Indicate in what unit the standard will be placed.

7. **Unit objectives and supporting resources** (5 pts.)

Each unit will have appropriate objectives and supporting resources.

8. **Suggested assessment strategies** (5 pts.)

Each unit will have appropriate suggestions for assessment of the objectives. Be creative!

9. **Statement (5-7 sentences) on the grading system and the rationale.** (2 pts.)

You could have tests grades, weighted tests, total points, total points within weighted categories, curve, etc.

10. **List any additional resources** you will use to teach the course. (2 pts.)

Curriculum Plan Assessment

Names _____

The Curriculum Plan contains each of the following:

1. Subject area, text, authors of your “anchor” text, and grade level _____
2. Statement that tell why the unit is developmentally appropriate for the age of the designated students. _____ 3
3. Curriculum goals. _____ 3
4. Outline of content. _____ 5
How will you order the units?
5. Time allotment and class period length _____ 3
Place time estimates next to each unit.
6. Placement of MN Grad Standards _____ 2
7. Unit objectives and supporting resources _____ 5
8. Suggested assessment strategies _____ 5
9. Statement (5-7 sentences) on the grading system and the rational. _____ 2
10. Any additional resources you will use to teach the course. _____ 2

Standards-Based Lesson Plan Format

I. Topic/Title

Target Grade/Age Group:

II. Purpose/Objectives

III. Minnesota Standards:

IV. Materials/Resources:

V. Instructional Strategies and Student Activities:

Entrance Activity/Anticipatory Set:

Sequence of Instruction:

Closure:

VI. Work habit skills and student behaviors to be worked on next time:

VII. Assessment Modes

Recorded Observations

Oral or Written

Conferencing/Feedback

Student Self-Assessment

Pre and Post Testing

Checklist/Rubric

Project, Performance or Demonstration

Portfolio

Journal

Other:

Description:

VIII. Actual Student Assessment

IX. Self Evaluation/Assessment:

Teaching Critique Form

Name _____

Teaching Strategy _____

Please score your peer from 1-5, five being the highest.
Add comments as you see helpful.

Is the student prepared to teach the lesson? 1 2 3 4 5

Does the student have a good anticipatory set?
(attention grabbing and motivating) 1 2 3 4 5

Does the student convey the purpose of the lesson? 1 2 3 4 5

Are the directions clear? 1 2 3 4 5

Does the lesson follow a logical sequence? 1 2 3 4 5

Is the lesson paced well? 1 2 3 4 5

Does the student speak clearly and effectively? 1 2 3 4 5

Is the plan for student use of technology practical? 1 2 3 4 5

Does the student include closure? 1 2 3 4 5

Instruction Syntax Summary

Direct Instruction Syntax

- ___ Teacher provides objectives, background info, explains why content or skill is important, gets students ready to learn
- ___ Teacher demonstrates skill or presents step-by-step information
- ___ Teacher provides guided practice—teacher structures initial practice
- ___ Teacher checks understanding and provides feedback
- ___ Teacher provides extended practice and transfer to real life situation

Cooperative Learning Syntax

- ___ Teacher goes over goals and motivates students to learn
- ___ Teacher presents information—often text rather than verbally
- ___ Teacher organizes students into study teams
- ___ Students work together to accomplish interdependent learning tasks
- ___ Presentation or testing
- ___ Recognition of group and/or individual efforts

Problem-Solution Syntax

- ___ Teacher orients students to problem
- ___ Teacher organizes students for study
- ___ Teacher assists investigation
- ___ Teacher develops and presents artifacts and exhibits
- ___ Teacher analyzes and evaluates problem-solving process

Discussion Syntax

- ___ Teacher provides objectives for the discussion and gets students ready to participate.
- ___ Teacher provides a focus for discussion by describing ground rules, asking an initial question, presenting a puzzling situation, or describing a discussion issue.
- ___ Teacher monitors student interactions, asks questions, listens to ideas, responds to ideas, enforces ground rules, keeps records of discussion.
- ___ Teacher brings discussion to a close by summarizing or expressing meaning of discussion.
- ___ Teacher asks students to examine their discussion and thinking processes.

Interdisciplinary Units

ESE 325

Goal:

Since this is a general methods course, you have the opportunity to learn about interdisciplinary planning in a team setting. This activity will assist you in planning lessons that take into consideration motivational factors, learning styles, the Minnesota Graduation Standards, and inclusion (learning disabilities PL94-142).

This assignment meets Minnesota Standards of Effective Practice #4 (Instruction Strategies), #7 (Planning Instruction), and #8 (Assessment).

Directions:

You will be placed on interdisciplinary teams to plan a three week unit. This unit will consist of three parts, and you will have the opportunity (and strongly urged) to turn in drafts for feedback.

Part One: (20 pts.)

This section should provide the overview of the unit and should include the following:

1. Names of the authors of the unit.
2. The title of the unit. Be creative. Think of something catchy.
3. The grade level of the unit and rationale. Why is this unit appropriate for students at this age and point in their education?
4. The objectives for the unit (educational objectives).
 - a. Remember to state objectives in terms of the student and what behavioral you wish to see as a result of the unit.
 - b. Include any relevant types of objectives such as cognitive, skill, affective, etc.
5. Outlines of the content, by subject area. (one outline per content area)
6. A list of reference materials for the unit.
7. A tentative schedule of the weeks. (A chart is the best way to depict this portion.)
 - a. Determine the length of each class period,
 - b. how many periods you will have each day in this unit, and how they will be used. You may combine classes and team teach or teach separate classes for all or part of the week.
8. A letter to the students' families explaining
 - a. the purpose of the unit,
 - b. activities,
 - c. timelines for major projects and/or group work, and
 - d. inviting opinions and/or involvement.

The draft for part one is due for feedback—either in person or electronically—by_____

This is a check point and way to get feedback. If you don't have all pieces, turn in what you have.

Interdisciplinary Units, Continued

ESE 325

Part Two (20 pts.)

This section consists of lesson plans for five days per subject area. **If some or all of your classes are teamed, you will need fewer total plans. These lesson plans should include:

1. The key elements of any lesson. (see the Augsburg template, but also attend closely and follow the SYNTAX of each mode of instruction discussed in Arends)
2. A variety of instructional strategies (direct, cooperative, problem-based, discussion).
3. All materials you will use such as readings, visual aids, assignment/direction sheets.

**Make sure your lesson plans contains:

- appropriate, *instructional* objectives written in behavioral terms and measurable whenever possible.
- An attention grabbing anticipatory set, logical and interesting sequence of instruction, and closure to the lesson.

Part Three (20 pts.)

This section involves assessment. This section is your chance to be CREATIVE with assessment but must include:

1. a performance task
2. at least one unit test demonstrating your ability to effectively use each type of question: true/false, multiple choice, fill in the blank, and short answer or essay. Ideally your test will reflect all subject areas and have students make connections between them.
3. a statement on what the grading system will be and a rationale on why you chose this method of evaluation.
4. an excel spreadsheet with an explanation.

Interdisciplinary Units

ESE 325

Part One: (20 pts.)

Checklist

This section should provide the overview of the unit and should include the following:

- _____ (1 pt.) 1. Names of the authors of the unit.
- _____ (1 pt.) 2. The title of the unit. Be creative. Think of something catchy.
- _____ (2pts.) 3. The grade level of the unit and rationale. Why is this unit appropriate for students at this age and point in their education?
- _____ (3pts.) 4. The objectives for the unit (educational objectives).

_____ * Include any relevant types of objectives such as cognitive, skill, affective, etc.

- _____ (5pts.) 5. Outline(s) of the content, by subject area

- _____ (1 pt.) 6. A list of reference materials for the unit.

- _____ (5pts.) 7. Tentative schedule(s) of the weeks.

_____ * Determine the length of each class period,

_____ * How many periods you will have each day in this unit, and how they will be used. You may combine classes and team teach or teach separate classes for all or part of the week.

- _____ (2pts.) 8. A letter to the students' families explaining

e. _____ the purpose of the unit,

f. _____ activities,

g. _____ timelines for major projects and/or group work, and

h. _____ inviting opinions and/or involvement

Part Two (20 pts.) Descriptive Scale

This section consists of lesson plans for five days per subject area. **If some or all of your classes are teamed, you will need fewer total plans. These lesson plans should include:

The key elements of any lesson. (20 pts)

Do your lesson plans contain:

- appropriate, *instructional* objectives written in behavioral terms and measurable whenever possible.

Excellent	Good	Average	Fair	Poor
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Excellent	• An attention grabbing anticipatory set			
	Good	Average	Fair	Poor

Excellent	• logical and interesting sequence of instruction using a variety of instructional strategies			
	Good	Average	Fair	Poor

Excellent	• closure to the lesson.			
	Good	Average	Fair	Poor

Part Three (20 pts.) Checklist

This section involves assessment. This section is your chance to be CREATIVE with assessment but must include:

_____ (7 pts) Performance task—
_____ (4pts) assignment

_____ (4pts) teacher assessment (rubric, checklist, numerical or descriptive scale)

_____ (1pt) rationale for your chosen assessment

_____ (7 pts) Unit test demonstrating your ability to effectively use each type of question: true/false, multiple choice, fill in the blank, and short answer or essay. –

_____ (6 pts.) Checklist from Airasian text.

_____ (3pts.) Key with all answers including essays

_____ (6 pts.)

_____ * Statement on what the grading system will entail.

_____ * Rationale on why you chose this method of evaluation with text citations.

_____ * Excel spreadsheet with explanation.