

Mayville State University

EDUC 480- General Methods for Secondary Educators

Spring 2025, On Campus

4 Credit Hours

Course and Instructor Information

Instructor Name: Karissa Hanson

How to address your instructor: Please call me Karissa

Contact Information: office- Education 116R, phone- 701-788-4813, email- karissa.hanson@mayvillestate.edu

Hours of Availability: Please email for availability

Instruction Mode: On Campus

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Meeting Times and/or Location: Tuesdays 8:00-11:50 a.m. in Education Room 122

Course Materials and Technologies

Required

- “Tools for Teaching” by Fred Jones (3rd Edition)
- TaskStream Subscription: Utilized to complete evaluations and portfolio checkpoints throughout the program.
- MSU Lanyard with nametag
- North Dakota Substitute Teaching License for subbing experience
- *NOTE: Multiple articles for required assignments and other course materials will be placed on Blackboard to be downloaded and read for class.

Required Instructional Technologies

- Yuja
- Blackboard
- Electronic Library Resources
- Various Websites and Interactive Applications

Course Description

This methods course prepares teaching candidates to provide high-quality instruction for diverse middle level and secondary students through the conceptual approaches of understanding by design, differentiated instruction, universal design effective lessons, design varied instruction, conduct formative assessment, and respond to needs in order to promote positive student outcomes, meet standards and support the development of 21st Century Skills. Course readings will examine how to create a content-rich curriculum that links knowledge with thinking. Opportunities to design and experiment with instruction will be embedded. for learning and authentic literacy.

Pre-/Co-requisites:

Pre-requisites: Admission to Teacher Education

Co-requisite: EDUC 480L

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INTASC

This course utilizes the [InTASC standards](#) which guide our preparation of teachers.

InTASC Model Core Teaching Standards	
1	<i>Learner Development:</i> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2	<i>Learning Differences:</i> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3	<i>Learning Environments:</i> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4	<i>Content Knowledge:</i> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5	<i>Application to Content:</i> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6	<i>Assessment:</i> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7	<i>Planning for Instruction:</i> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8	<i>Instructional Strategies:</i> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understandings of content area and their connections, and to build skills to apply knowledge in meaningful ways.
9	<i>Professional Learning & Ethical Practice:</i> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and action on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10	<i>Leadership & Collaboration:</i> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Conceptual Framework

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Special Education, English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB*](#)):

1. Generate a personal philosophy of education by considering educational themes (INTASC 1-10; SLO 1,2)
2. Compare and comprehend facets of understandings (INTASC 1,2,3,8,9; SLO 1,2)
3. Utilize the concepts of backwards design (INTASC 1-10; SLO 1,2,3)
4. Reduce standards to big ideas and essential questions (INTASC 1,7,8,9; SLO 1,2,4)
5. Comprehend general instructional strategies for secondary education (INTASC 1-7; SLO 1,2)

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6. Develop lessons using the components of effective teaching (INTASC 1-10; SLO 1-5)
7. Integrate authentic literacy and 21st Century skills into content area instruction (INTASC 1-10; SLO 1-5)
8. Develop habits of a professional educator: manage multiple demands and expectations, collaborate, reflect, assess effectiveness of strategies and instruction and pursue advanced knowledge of the field to remain current in an evolving knowledge base (INTASC 1,9,10; SLO 1-5)

***See specific standards alignment at the end of the syllabus.**

Diversity Objectives:

1. Recognize assets and needs of diverse learners
2. Use knowledge of diversity to ensure learning experiences are differentiated to the needs of the learner
3. Pursue information, resources and supports to meet the needs of diverse learners
4. Exhibit respect, openness and value of diversity across the spectrum of differences
5. Demonstrate actions consistent with the belief that all students are valued and can learn

Knowledge:

2(j) can give examples of assets for learning students bring based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

0(k) Identify students' learning styles, skills, knowledge, language proficiency and special needs

7(j) comprehends the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7(m) discusses how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

Skills:

0(a) Demonstrate classroom behaviors that are consistent with the ideas of fairness and belief that all students can learn

2(b) make appropriate and timely provisions for individual students with particular learning differences or needs.

2(d) bring multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

3(f) communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

Disposition:

9(m) committed to deepening understanding of his/her own frames of reference, the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

8(s) value flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

7(q) believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

2(h) make learners feel valued and helps them learn to value each other.

2(m) respect learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

Program Student Learning Outcomes (SLOs) Addressed in This Course

Learners completing a degree in education are expected to achieve the following Student Learning

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Outcomes (SLO's) listed below. The entire Academic Student Learning Outcomes document can be found in your Blackboard course shell. The document has an index so you can quickly find the degree you are pursuing.

SLO 1 *Learner & Learning*: Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.

SLO 2 *Content*: Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and connect ideas to everyday life.

SLO 3 *Instructional Practice*: Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.

SLO 4 *Professional Responsibility*: Students take responsibility for student learning, positive relationships, their own professional growth, and the advancement of the profession

Technology Goals:

1. Applies strategies to become a technology-using teacher
2. Align learning goals and objectives with digitally responsible & ethical use of technology
3. Use technology to support planning, differentiation, implementation, & evaluation of experiences
4. Supports skill development and content knowledge through media and technology
5. Enrich professional practice through effective use of digital tools and resources

Model Code of Ethics Goals:

- I.A. The professional educator demonstrates responsibility to oneself as an ethical professional
- I.C. The professional educator promotes and advances the profession within and beyond the school community
- II.A. The professional educator demonstrates commitment to high standards of practice
- II.B. The professional educator demonstrates responsible use of data, materials, research and assessment
- II.C. The professional educator acts in the best interest of all students
- III.A. The professional educator respects the rights and dignity of students
- III.B. The professional educator demonstrates an ethic of care
- III.C. The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits
- IV.B. The professional educator promotes effective and appropriate relationships with colleagues
- IV.D. The professional educator promotes effective and appropriate relationships with employers
- IV.E. The professional educator understands the problematic nature of multiple relationships
- V.A. The professional educator uses technology in a responsible manner
- V.D. The professional educator promotes the appropriate use of technology in educational settings

Course Expectations

Below, you will find several guidelines to help us create successful learning experiences:

- Read the syllabus in its entirety. Knowing what is planned ahead is helpful for time management and allows you time to ask questions if you need any clarification. **Syllabus is subject to change at instructor's discretion.** Assignments will be given in Blackboard. Read all assignments, research articles, etc. Check for dates.
- Be prepared and complete assignments. The responsibility for your learning is shared by both student and instructor. Knowing what is planned and being ready with assignments and discussion topics allows you time to ask questions and complete your best work. Check for assignment due dates and other scheduled learning experiences so you can plan accordingly. If you miss the submission deadline, you will be required to submit

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your assignment to Blackboard and points, outlined in the assignment checklist and syllabus, will be deducted. When uploading assignments, make sure your instructor can open them. Assignments are to be submitted electronically using Blackboard since the assignments route directly to the Gradebook. Always follow the submission guidelines. Assignments are to be typed and submitted in a Word document or PDF.

- **Technology requirements.** Prior to assignment submission due dates, students are responsible to make sure they can upload to Yuja for any video assignments. Student responsibilities in taking online courses include knowing what resources are available for any technical issues to ensure assignments are completed upon due dates. It is the student's responsibility to contact MSU's Blackboard support, or the Help Desk for technology-related questions. If you have difficulty submitting assignments or are confused using Yuja or Blackboard, contact the MSU Help Desk, servicedesk@mayvillestate.edu.
- **Be flexible, take risks, and ask questions!** In teaching, flexibility is the name of the game. While teachers need to be overprepared in terms of instruction and assessment, they also need to be flexible and responsive to students' needs. The same is expected of you in this course. Be flexible, take risks, and ask questions! You are responsible for your own learning.
- **Adhere to the code of student conduct found in the MSU Student Handbook.** Each student is responsible for reading the handbook and following expectations set forth by the University. Citing and referencing other's work is the demonstration of an honest, trustworthy student. Violations of academic honesty to include any copying of another student's assignment, having another person complete the work for you, using an author's ideas or writing without properly giving that author credit either intentionally or unintentionally are examples of academic dishonesty. Remember: cite and reference whenever in doubt! Consult with the instructor if you have any questions. Programs to detect plagiarism may be used on submitted assignments.
- **Writing expectations.** Being able to express one's thoughts in a clear and well thought out manner is held in high regard in this course. It is suggested that students have their work proofread by a reliable person or that they access MSU Writing Center for assistance with their writing.
 - o Students who have difficulties in professional writing are encouraged to contact the Writing Center at 701-788- 4899, in the Library or email the Coordinator at matthew.berglund.1@mayvillestate.edu to receive assistance in skill development. Students who have difficulty with grammar, spelling, punctuation, sentence structure, and/or organization are strongly encouraged to take advantage of this opportunity.
 - o APA format Any papers that include research references must include a working bibliography in (American Psychological Association) APA format. The APA Formatting and Style Guide.
- **Disability Support Services.** Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Disability Support Services (701-788-4675) located in Classroom Building, CB 109 as soon as possible to ensure that accommodations are implemented in a timely fashion. Support is available to students for academic and/or personal concerns. Students should refer to the student handbook for an explanation of services available and policies and procedures that have been established for student support. The instructor will help find resources necessary to aid in student success.

Instructor/Student Communication

Students are accountable for all academic communications sent to their Mayville State University email address. You are required to use your Mayville State University/NDUS email address as it is the best way to ensure reliable communication between students and instructors. Students are accountable for all academic communications sent to their Mayville State University e-mail address. If you have questions

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for me or would like to set up a time to meet, please email me at karissa.hanson@mayvillestate.edu. Email is the best way to get ahold of me. I usually respond within 24-48 hours during weekdays. If you wish to contact me by telephone, please use my office number: 701-788-4813. I will use Blackboard to post messages to all learners if needed.

Assignments and Assessments

Exit Tickets (25 points)

Active participation in class is not only central to constructivist learning, but it will also be expected of someone entering into the profession of teaching. As such, your active participation is not only required but essential to learning how to be an effective teacher. Your attendance in class is very important. Missing class reflects negatively upon your disposition as an educator. You CANNOT participate if you are NOT PRESENT, and missed classes cannot be made up unless they are formally excused (university, military, etc. at the discretion of the instructor). It is the instructor's responsibility to ensure you interact with and learn the content of our course and this interaction is assessed through exit slip given at the conclusion of each session. Exit tickets cannot be made up unless the missed class is formally excused. Check Blackboard for specific preparation requirements.

Weekly Assignments (15 assignments x 10 points each = 150 points)

Weekly assignments will be completed in conjunction with reading assignments. Completing required reading is ESSENTIAL! Active participation in class is not only central to constructivist learning, it will also be expected of someone entering the profession of teaching. As such, your active participation is not only required but essential to learning the central ideas of this course. Active participation requires prior preparation. Readings must be completed and reflected upon before class so that you can play an important role in the discussions and activities. These discussions and activities will help you complete each weekly assignment. In addition, you are required to demonstrate a continual understanding of the content by asking questions, relating the material to personal experiences, adding quality input into group discussions, and involving yourself in activities. This is reflected in your dispositions report at the end of the semester. It will also appear in your responses to weekly assignment activities.

Unit Planning Assignment (75 points)

The goal of this assignment is to develop a comprehensive unit plan that demonstrates your ability to effectively unpack standards, create assessments to determine student understanding, and plan daily lessons using backwards design. Effective educators understand that expert lesson planning is crucial for student success. By carefully planning lessons, educators can ensure that they are meeting educational standards, addressing the needs of all learners, and creating a structured and engaging learning environment. This assignment will be completed over several weeks of the semester. There are 3 parts to this assignment. Part one includes unpacking a standard, creating a summative assessment and creating a unit calendar. Parts two and three are daily lesson plans utilizing the Mayville State Lesson Planning Template.

Student Led Presentations (30 points)

For this presentation, you will work as a collaborative team to develop an interactive and informative way to present information on a teaching methodology that your group signed up for. You will present synchronously on Zoom at an agreed upon time. The purpose of this assignment is to practice developing lesson design, presentation and collaboration skills in an online virtual

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teaching environment.

Instructional Playbook (50 points)

In this assignment, you will develop an instructional playbook that compiles the teaching methods and strategies that we have covered throughout the semester. The goal is to create a resource that you can use to enhance your teaching practice and adapt to different classroom situations. This playbook will be a valuable tool for you to reference throughout your future education courses and field experiences, student teaching and teaching career. Follow the assignment description on Blackboard to ensure your playbook is well-organized, easy to navigate, and includes practical examples and tips for implementation.

Instructional Strategies Demonstrations (2 x 25 points)

For these assignments, you will conduct two instructional demonstrations to showcase your ability to implement effective teaching strategies. The first demonstration will focus on the Gradual Release of Responsibility model, while the second demonstration will give you the opportunity to select and apply an instructional strategy of your choice. These will both be video recordings using Yuja.

Philosophy of Education Project (50 points)

Near the end of the semester, you will have the opportunity to articulate and reflect on your personal philosophy of education. This project will help you clarify your beliefs about teaching and learning, and how these beliefs will guide your practice as an educator.

Final Teaching Demonstration (50 points)

For your final teaching demonstration, you will design and deliver a lesson plan that incorporates instructional strategies you have studied and practiced during the semester. This assignment will allow you to demonstrate your understanding of various teaching methods and your ability to implement them effectively in a classroom setting. You will submit both a Yuja video of your teaching demonstration and a completed Mayville State Lesson Plan Template.

Portfolio Checkpoint #1(10 points)

You will be guided through Checkpoint 1 expectations in this course. To successfully complete Checkpoint 1 of the capstone portfolio, you will:

- Review and update introduction and professional picture, if necessary.
- Select two (2) artifacts from current and previous coursework that provide evidence of their knowledge and skills related to the SLOs.
- Upload the two (2) selected artifacts under two (2) different standards in separate SLOs.
- Develop a bulleted outline to support eventual writing of SLO rationale. Include reasons for artifact selection, alignment to standard, meaningfulness, and insights for future application.
- Insert bulleted outline as text under one selected SLO.
- Conduct an informal presentation of portfolio to peers.
- Submit Checkpoint 1 self-evaluation, including a goal statement

Overall Professional Dispositions (50 points)

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Dispositions are the values, beliefs, and attitudes of an educator that influence their behaviors towards students, families, colleagues, and communities. Positive professional dispositions are essential to teachers', and most importantly, students' success. They affect student learning, motivation, and development as well as the educator's own professional growth. The "EDUC 480-Overall Professional Dispositions" rubric will be used to evaluate teacher candidates' dispositions over the course of the semester.

InTASC Skills and Dispositions in TaskStream (10 points for completion)

Every student who is working on a teaching degree or a credential must demonstrate proper dispositions and progression of teaching skills to continue in the Teacher Education program; see the guidelines for *Continuance in Teacher Education* in the MSU Catalogue. In this course you will complete the self-evaluation of teaching skills and dispositions in the Taskstream system designated for the secondary education program. The course instructor will complete the evaluations, as will the cooperating professional you are working with for the 480L experience at the conclusion of your practicum. Specific instructions for completion will be provided by the instructor. Expectations for candidate performance are indicated.

InTASC Acceptable Target: Minimum average score of 2.5 with no indicators below 2.0

InTASC Ideal Target: Minimum average score of 3.0 with no indicators below 3.0

Disposition Acceptable Target: Minimum average score of 3.0 with no indicators below 2.5

Disposition Ideal Target: Minimum average score of 3.0 with no indicators below 3.0

Instructional Strategies

- Student/teacher-led learning experiences
- Direct instruction
- Teacher modeling
- Experiential learning
- Student presentations/demonstrations
- Cooperative learning activities
- Critical and creative thinking strategies
- Online discussions
- Multi-media, current educational technologies
- Simulation and inquiry activities
- Written and oral communication
- Assigned readings

Evaluation and Grading

- Evaluation in this course will consist of the components outlined below. Due dates for activities and assignments may be subject to change at the discretion of the instructor based on the pacing of the class. The instructor will review assignments and due dates as class proceeds. It is the learner's responsibility to meet assignment deadlines. **You must earn a "C" or higher in this course to count toward your program of study.** Each assignment will have a detailed description and a rubric/checklist that are to be used as they will provide explicit directions for the assignment (assignment description) and expectation for quality of submission (rubric/checklist). Learners are to use both the assignment description and the rubric/checklist when completing assignments. Viewing the rubric/checklist as well as the assignment description (both found on Blackboard) for each graded component will assist learners in completing competent, quality assignments. All assignments must be completed for students to be able to earn a grade of "D" or above. Your dispositions (professionalism, attendance, timelessness, etc) are factored into your final grade.

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Grading Policies

Points are deducted for late submissions as outlined in assignment grading checklists and syllabus. Assignments submitted late will be assessed a 10% deduction in points, and assignments submitted more than two weeks late may be assessed a 20% deduction in points. Note: Assignments must be uploaded to Blackboard for accountability purposes. Assignments will not be accepted via email. Assignment feedback is typically given within 1 week of assignment submission via Blackboard. If you do poorly on an assignment, reach out to me within three days of it being graded. You will be able to use my feedback and correct your assignment for resubmission.

Grading Scale

This course adheres to the following grading scale:

A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%.

Breakdown of Grades

Assignment	Points
Exit Tickets	25
Weekly Assignments (15 x 10 pts each)	150
Unit Planning Assignment (3 parts x 25 pts each)	75
Student Led Presentations	30
Instructional Playbook	50
Instructional Strategies Demonstrations (2 x 25 pts each)	50
Final Teaching Lesson Demonstration	50
Philosophy of Education	50
Portfolio Checkpoint #1	10
TaskStream Requirements Submitted	10
Overall Professional Dispositions	50
Total	550

Enrollment Verification

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized

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for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

Week	Topic	Assignments Due
1	Introductions and Course Overview Unpacking Standards Lesson Planning Modules (Pre-Test, #1-3) Learning from “Natural” Teachers (Jones Chapter 1)	<ul style="list-style-type: none">• Jones Chapter 1 Assignment (Weekly Assignment #1)
2	Assessments Creating a Unit Calendar Primary Prevention of Discipline Problems (Jones Chapter 2) Building Relationships	<ul style="list-style-type: none">• Jones Chapter 2 Assignment (Weekly Assignment #2)• Building Relationships Assignment (Weekly Assignment #3)
3	Lesson Planning Modules (#5-7) Hook and Holds Practice Working the Crowd (Jones Chapter 3) Arranging the Room (Jones Chapter 4)	<ul style="list-style-type: none">• Jones Chapter 3-4 Assignment (Weekly Assignment #4)
4	Direct Instruction Lesson Planning Module (#4) Start Daily Lesson Plan	<ul style="list-style-type: none">• Direct Instruction Assignment (Weekly Assignment #5)

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5	Lesson Planning Module (#8-9) Engagement Strategies	<ul style="list-style-type: none"> Engagement Assignment (Weekly Assignment #6) Daily Lesson Plan #1
6	Gradual Release	<ul style="list-style-type: none"> Instructional Strategy Demonstration #1
7	Project-Based Learning Rules, Routines and Procedures	<ul style="list-style-type: none"> Project-Based Learning Assignment (Weekly Assignment #7) Rules, Routines and Procedures Assignment (Weekly Assignment #8)
8	Inquiry-Based Lessons Communication and Conferences with Families	<ul style="list-style-type: none"> Inquiry-Based Lessons Assignment (Weekly Assignment #9) Communication Assignment (Weekly Assignment #10)
9	Cooperative Learning Discussion Strategies	<ul style="list-style-type: none"> Cooperative Learning Assignment (Weekly Assignment #11) Discussion Strategies Assignment (Weekly Assignment #12)
10	Student Led Presentations Creating Motivation (Jones Chapter 9) Providing Accountability (Jones Chapter 10)	<ul style="list-style-type: none"> Student Led Presentations Motivation and Accountability Assignment (Weekly Assignment #13)
11	Simulation Lessons Model Code of Ethics for Educators	<ul style="list-style-type: none"> Simulation Lessons Assignment (Weekly Assignment #14)
12	Daily Lesson Plan #2 Instructional Strategy Demonstration	<ul style="list-style-type: none"> Daily Lesson Plan #2 Instructional Strategy Demonstration #2 Unit Planning Assignment
13	Building Independent Learners (Jones Chapters 5-8) Organizing your Instructional Playbook	<ul style="list-style-type: none"> Building Independent Learners Assignment (Weekly Assignment #15)
14	Philosophy of Education Finalize your Instructional Playbook	<ul style="list-style-type: none"> Instructional Playbook
15	Philosophy of Education Cont. Final Teaching Lesson Prep	<ul style="list-style-type: none"> Philosophy of Education Project Portfolio Checkpoint #1

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	Portfolio Checkpoint #1	
16	Final Teaching Lesson TaskStream Requirements	<ul style="list-style-type: none">• Final Teaching Lesson• TaskStream Requirements

ESPB Program Approval Standards

Standards Alignment (Special Education, English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards-ND ESPB):

SPECIAL EDUCATION

- Component 1.1: Candidates practice within ethical guidelines and legal policies and procedures.
- Component 2.1: Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.
- Component 2.2: Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.
- Component 3.1: Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.
- Component 5.2: Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.
- Component 5.3: Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.
- Component 6.1: Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.

ENGLISH

- **05020.2.2** Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.
- **05020.2.3** Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.
- **05020.3.1** Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.
- **05020.3.2** Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop

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and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

- **05020.3.3** Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.
- **05020.3.4** Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.
- **05020.3.5:** Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts.
- **05020.3.6** Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.
- **05020.4.1** Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.
- **05020.4.2** Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to analyze and respond to student writing in process and to finished texts in ways that engage students’ ideas and encourage their growth as writers over time. Candidates are able to analyze data from standardized and classroom writing assessments and make instructional decisions.
- **05020.4.3** Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students’ writing for different audiences, purposes, and modalities.
- **05020.4.4:** Candidates design instruction that incorporates students’ home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.
- **05020.4.5** Candidates design instruction focused on the use of research to build and present knowledge, with an emphasis on assessing credibility and accuracy of information, integrating evidence, and documenting sources.
- **05020.5.1** Candidates plan and implement English language arts and literacy instruction that promote social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
- **05020.5.2** Candidates use knowledge of theories and research to plan instruction responsive to students’ local, national and international histories, individual identities (e.g, race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students’ opportunities to learn in ELA.
- **05020.6.1** Candidates model literate and ethical practices in ELA teaching and engage in/reflect on a variety of experiences related to ELA.
- **05020.6.2** Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

HEALTH

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- Component 5.b: Candidates demonstrate ethical behavior, as defined by health education and/or education codes of ethics.
- Component 5.d: Candidates reflect on their roles as teacher, professional and resource, and they identify strategies for adapting practice to meet the diverse needs of all learners.
- Component 5.e: Candidates demonstrate applicable communication strategies and use of instructional learning technologies within the school and community.
- Component 5.f: Candidates advocate for health education as an essential component of the school community that supports the diverse needs of all learners and contributes to the school's mission.

MATHEMATICS

- 11010.1 Mathematical Practices and Processes - The program requires the candidate to demonstrate the following: a. makes sense of problems and perseveres in solving them, b. reasons abstractly and quantitatively, c. constructs viable arguments and proofs, d. critiques the reasoning of others, e. uses mathematical models, f. attends to precision, g. identifies elements of structure, h. engages in mathematical communication
- 11010.3 Secondary School Content Knowledge - The program requires the teacher candidate to demonstrate and applies knowledge of secondary mathematics concepts, algorithms, procedures, applications in varied contexts, and connections within and among mathematical domains (Complex Number System, Algebra, Geometry, Trigonometry, Statistics, Probability, Calculus, and Discrete Mathematics)
- 11010.6 Instructional Tools - The program requires the teacher candidate to select and use appropriate instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and makes appropriate decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.

PHYSICAL EDUCATION

- 1.a Describe and apply common content knowledge for teaching preK-12 physical education.
- 1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.
- 2.a Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.
- 2.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.
- 2.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- 2.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
- 2.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.
- 3.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
- 3.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.

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- 3.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- 3.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
- 3.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.
- 4.a Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.
- 4.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
- 4.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.
- 5.a Engage in behavior that reflects professional ethics, practice and cultural competence.
- 5.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.

SCIENCE

- 13047.3 Inquiry The program requires study of the processes of science common to all scientific fields.
- 13047.6 Curriculum The program provides candidates with information necessary to identify, evaluate, and apply a coherent, focused science curriculum that is consistent with state and national standards for science education and appropriate for addressing the needs, abilities and interests of students.
- 13047.7 Assessment The program prepares candidates to use a variety of performance assessment strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science.
- 13047.8 Environment for Learning The program prepares candidates to design and manage safe and supportive learning environments in the classroom, laboratory, and field. The program reflects high expectations for the success of all students.
- 13047.10 Technology The program requires the study of current, appropriate instructional technologies. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge

SOCIAL SCIENCE

- 15035.2 The program requires study of the structures, key concepts, methodology, and generalizations that connect the various social studies, including the examination of professional standards and expectations for P-12 education.
- 15035.5 The program requires studying methods of teaching social studies including current trends in social studies with an examination of various teaching methods and techniques.
- 15035.6 The program requires the study of current, appropriate instructional technology.