



**EDIS 5020 Secondary Instruction and Assessment**  
**Department of Curriculum, Instruction, and Special Education**  
**Fall, 2013**

**University Catalog Description**

Focus is on curriculum, instructional strategies, and assessment of learning outcomes within the framework of the Virginia SOLs. Separate sections apply specific content and assessment techniques appropriate to needs of the program area (elementary, secondary) in accordance with the Virginia-approved program guidelines. Prerequisite: Admission to Teacher Education Program

**Course Rationale**

Teaching is a complex, exciting, frustrating, and rewarding experience. It is a highly public enterprise with profound moral and ethical consequences involving students, families, communities, and the future of our nation. Learning to teach is difficult, time consuming, and humbling and should not be taken lightly. The skills required for classroom success demand intelligence, flexibility, and explicit, evidence-based knowledge and skills. This class is designed to be part of a purposeful, planned web of experiences to help you become an outstanding teacher. Nonetheless, the expectations for you are high and the road will be arduous. Not everyone can become a teacher. It requires long hours, painful self-examination, creativity, practice, patience, and problem solving.

Teachers know that many things are happening simultaneously in the classroom, some demanding immediate attention. There is very little privacy and every comment and behavior that occurs is part of an ever-evolving classroom history--a history with clear impact on the present. Because of these characteristics, classroom life demands specific competencies and continual study and contemplation from the perspectives of both teachers and students. Your shift to a professional perspective is one of the goals of this class. You have been a student for many years, "an apprentice" of what happens in the classroom, but that experience alone will not help you to become an excellent teacher. In fact, your observations were personal and superficial and did not account for all of the nuances within the classroom environment. In fact, your conclusions about school were based on your own personal experiences. These are not sufficient for dealing with the bureaucracy of schools and the diversity of settings in which you will find yourself.

In this class you will have the opportunity to develop your professional understandings based on both well-grounded theories and empirical evidence that have been shown to increase student learning. More than just transmitting knowledge, proficient teachers establish a learning community that meets the needs of all students through the development of productive relationships and the provision of support for academic success. We will study instructional design, instruction planning and delivery, assessments, and professional behavior by asking the most basic of questions: Who will we teach and how will student characteristics impact our classrooms? Where will we teach? How do we know what to teach? How is assessment related to student learning? How do we design, plan and implement our students' instructional experiences? What is good teaching and how can theory inform good practice? As we work toward finding answers to these questions we will address the most important question—our essential question—What is the purpose of teaching in our society?

**Course Goals**

There are specific goals toward which we will work in this class. These goals represent Curry's firmly held beliefs about teaching and becoming a teacher and are associated with standards for beginning and expert teachers. We are guided by the Virginia Department of Education's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers (Virginia Department of Education website). These standards are similar to other state standards, those of the National Board of Professional Teaching Standards ([www.nbpts.org](http://www.nbpts.org)) and the INTASC Model Core Teaching Standards ([www.ccsso.org/intasc](http://www.ccsso.org/intasc)). The seven Virginia standards are interrelated and demonstrate the complicated and overlapping environment of teaching and learning. The standards address (1) professional knowledge (including knowledge of curriculum, subject content, and the developmental needs of students); (2) instructional planning; (3) instructional delivery; (4) assessment for and of student learning; (5) establishment of a learning environment; (6) professionalism and; (7) student academic progress. By the end of your program you will have many opportunities through a variety of classes and field experiences to reach all of these objectives. These standards are a road map toward becoming a quality teacher. This semester, we will focus on professional knowledge--instructional design, instructional planning and delivery, assessment for and of student learning, and professionalism.

Core objectives for EDIS 5020 are written in terms of what you will understand, know, and be able to do by the end of the semester—a model we will use for writing learning objectives. These three types of objectives are the foundation for all teaching and provide a structure for the intentional planning that robust student learning demands. Understand objectives detail the big ideas about teaching that we will address. Know objectives list the content and skills that you will master by the end of the fall semester while able to do objectives are the observable and measurable result of understanding and knowing—what you will do to demonstrate that you have learned specific knowledge and skills. This is an interactive class and information will not be provided by lecture, but by activities and discussion. Your instructor is responsible for making sure that you have the opportunity to reach all of our objectives. It is your responsibility to achieve these objectives.

**Core Objectives*****Instructional Design***

You will **understand** that

- Teaching is a complex act that takes place in a diverse and communal environment.
- Teaching is an art and a science that is based on evidence-based knowledge and skills.
- Quality teaching requires deliberate and sophisticated organization of the content and the environment.

You will **know**

- The big ideas and critical skills of the content that you will be teaching and how these are related to the Virginia SOLs and Common Core State Standards.
- The intellectual, social, emotional, and physical development of learners.
- How learners acquire and apply knowledge, concepts, and skills.
- How to use Universal Design for Learning (UDL) principles in planning and implementing instruction.

You will **be able to**

- Deconstruct, apply, and evaluate curriculum standards.
- Demonstrate an understanding of the role of instruction, curriculum content, and the developmental needs of students in teaching.

***Instructional Planning and Delivery***

You will **understand** that opportunity for student learning requires teacher intention and reflection.

You will **know**

- How to plan aligned standards-based lessons that increase the opportunity for student learning.
- The components of effective planning, an array of instructional models and strategies, and the vocabulary and use of diagnostic and formative assessments.
- How to collect and use student data to inform instructional planning and delivery for you and for your students (formative assessment).

You will **be able to**

- Explain how your knowledge of individual student characteristics impact planning.

- Sketch a unit plan that is derived from SOLs, has at least five lessons with specific KUDs, and uses our knowledge about elephants as an example, metaphor, or analogy.
- Plan lessons that are responsive, relevant, motivating to a specific group of students, reflect high expectations and encourage mastery of unit and lesson objectives. These lessons will include diagnostic, formative, and summative assessments that are reliable and valid and align with objectives, instruction, and standards.
- Explain the use of curriculum standards, the school curriculum, instructional models and strategies, resources, and data to organize classroom experiences.
- Apply the lesson plan template.
- Critique the lesson plans of peers.

### ***Assessment for and of Student Learning***

You will **understand** that student learning requires that the collection and organization of data be aligned with objectives and instruction.

You will **know**

- The vocabulary of and the ways in which classroom assessments can be designed for student learning.
- The distinctions between diagnostic, formative, and summative assessments.
- The pros and cons of a variety of assessment methods.
- How to implement the concept of progress to make informed instructional decisions.
- The issues surrounding grades as a communication tool for students and parents.

You will **be able to** explain the ways that teachers can systematically gather, analyze, and use relevant data to measure academic progress, guide instructional content and delivery, and provide timely feedback to students and parents.

### ***Professionalism***

You will **understand** that

- Expert teachers have a set of specialized knowledge and skills based in theory, empirical research, and practice and built on personal beliefs and professional ethics.
- Teaching is a collaborative act involving parents/guardians/families and other education professionals (special education, school psychologists, etc.)

You will **know**

- The ways in which effective teachers demonstrate respect for students, families, and communities
- How to transform professional knowledge into practice.

You will **be able to**

- Demonstrate respect for pupils, families, communities, and schools in your writing and class discussions;
- Exhibit enthusiasm and open-mindedness for learning about both the theory and practice of teaching;
- Accept responsibility for student learning by planning rich and engaging units and lessons.
- Set personal goals for improvement of professional knowledge and skills.

<b>Policies and Expectations</b>
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This is a professional class and attendance and preparation is expected. Much of our learning occurs through class discussion and shared reflections. There is also a strong component of individual practice. You can assume that you will have between 4-5 hours outside of class to prepare for each class. *If you miss a class, you will lose points toward your final grade* and are also required to write a one to two page summary of the assigned readings. The summary should include links to your prior knowledge about and experience with the main ideas of the reading and should be submitted to your instructor *before the next class*. Although this summary will not take the place of a class, it will offer a similar opportunity for thinking about the content. Failure to comply or inaccuracies from the readings will result in an additional loss of points. It is the students' responsibility to make certain that this requirement is met.

Important messages and additional information and support will be sent to you via email. Therefore, you must make certain that your University email address is accessible to you. If you do not have a University email address, make certain that you let your instructor know an email address at which you can be reached.

**Honor and Access at the University of Virginia**

As a member of the University community, I value and respect the Honor code and what it represents. Assignments should be pledged and my expectation is that all students will protect the integrity of the Honor System. It is the policy of the University of Virginia to accommodate students with disabilities in accordance with federal and state laws. Any student with a disability who needs accommodation (e.g., in arrangements for seating, extended time for examinations, or note-taking, etc.), should contact the Learning Needs and Evaluation Center (LNEC) and provide them with appropriate medical or psychological documentation of his/her condition. Once accommodations are approved, it is the student's responsibility to follow up with the instructor about logistics and implementation of accommodations. If students have difficulty accessing any part of the course materials or activities for this class, they should contact the instructor immediately.

**Anchored Instruction**

Anchored instruction is designed to engage students in a situation—"an anchor" that helps increase deep thinking and problem solving skills within the context of the real world. We will use this approach to provide real-life connections to the academic content with which you will be working. Students (and teachers) crave these connections that support instruction. Although the Virginia Standards of Learning (and the Common Core Standards being used in most states) are written for specific disciplinary knowledge, there are many topics and ideas that are easily connected to real events and that help our students see how school knowledge is related to our day-to-day lives. After all, the purpose of schooling is the transfer of what is learned in school into our daily existence. For this semester's 5020 class we will be focusing on the theme of elephants—majestic animals who have played a large role historically, have been found to have extensive skills and knowledge, are inherently interesting and are at increasing risk. In addition, elephants present ethical questions about how we treat the species with whom we share this planet. By developing shared knowledge about elephants in our world, we can make our content relevant and interesting to more students, however broadly. For example, if students are learning about money or economics, the ivory trade and what is happening to elephants as a result of poaching is a good tool for making the academic content vital and real to our students. Our knowledge of elephants will help us to have a common language as we write objectives, assessments, and instructional plans. Several classes will be spent critiquing the plans of your peers and the elephant connection may help to make the content more comprehensible. Our task is to bridge diverse content and grade level interests as we explore common best practice knowledge and skills. You are responsible for gathering information about elephants that can be applied readily to your discipline.

**Textbooks**

Textbook readings will be supplemented with articles posted on Collab.

**Required: (This text is also used in EDIS 5030.)**

- Estes, T.H., Mintz, S.L. & Gunter, M.A. (2011). *Instruction: A Models Approach, 6<sup>th</sup> edition*. Pearson. (The royalties from the sale of this text to the summer, 2013 classes will be contributed to the Curry School Foundation.) (Instruction)
- Dweck, C.S. (2007). *Mindset: The new psychology of success*. New York: Ballantine Books. (This is the Curry Big Read book this semester.)
- Stiggins, R.J. and J. Chappuis (2012). *An introduction to student-involved assessment for learning, 6<sup>th</sup> edition*. Pearson. (Assessment)
- Copy of Virginia SOLs and Curriculum Framework for your content area or grade level. Can be obtained at <http://www.pen.k12.va.us/go/Sols/home.shtml>

**Recommended** (texts frequently used in other Curry classes):

- Bransford, J., Brown, A.L., and Rodney Cocking (2000). *How people learn: brain, mind, experience, and school*. Available on line at [http://www.nap.edu/catalog.php?record\\_id=9853](http://www.nap.edu/catalog.php?record_id=9853)
- Erickson, H. Lynn (2006) *Concept-based curriculum and instruction for the thinking classroom*.
- Wiggins, G. and J. McTighe (2005) *Understanding by design*.
- Wiggins, G. and J. McTighe (2011) *The understanding by design guide to creating high quality units*

Readings available on Collab are listed on the Course Outline.

Grading
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***Assignments must be submitted electronically to Collab on the due date. If there is a problem submitting to Collab, email your assignment to your instructor. There will be a 5-point daily penalty for late assignments.***

A	475-500 points
A-	470-474 points
B+	465-469 points
B	439-464 points
B-	429-438 points

5020 Assignments
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Unit KUDs	75 points
Case Study Analysis	75 points
Unit Assessment	75 points
Lesson Plans	
2 Direct Instruction Plans (25 pts. each)	50 points
Concept Development Plan	50 points
Concept Attainment Lesson	50 points
Peer Teaching Revised Plan	50 points
Peer Teaching Reflection	75 points
Child Abuse Certificate	not graded
	450 points total

Description of Assignments
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**All assignments should use APA style, 6<sup>th</sup> edition as much as possible.**

**Child Abuse Certificate (no points)** All students in the University of Virginia Teacher Education Program must complete the state's online module: Child Abuse and Neglect: Recognizing, Reporting, and Responding. **If you are in the teacher education program, you must submit a copy of the completion certificate to your course instructor before the end of the semester to receive a course grade.** The module can be accessed at [http://www.dss.virginia.gov/family/cps/mandated\\_reporters/cws5691/index.html](http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html)

**The following assignments should be submitted on Collab under Assignments by 11:55 p.m. on the due date:**

**Unit KUDs Objectives (75 points) due October 6, 2013.** Objectives written in the KUD format identify what you want students to know, understand, and be able to do. You are required to submit a set of objectives for a 5-lesson unit. A unit of instruction is a chunk of instruction that fits together because of theme, skills, chronology, etc. and provides a structure into which connected lessons can be designed. Your task is to design KUD sets for five related lessons. The KUDs must be based on the Virginia Standards of Learning in your content area and that include our common content of elephants. To complete this assignment, you will need to examine the Virginia Standards of Learning and Curriculum Framework and think about the knowledge and/or skills that could be framed within information about elephants. You will probably not find a standard that includes references to elephants, but you should be able to relate something in the standard to what we know about elephants. The relationship can be broad. Your goal is to make the SOLs relevant to this interesting mammal. Write 5 sets of KUDs that are derived from the standards that you have identified. A set has a minimum of one understand, one know, and one able to do objective that are aligned, but there can be multiple knows and able to dos. There can be more than one set of KUDs related to any individual standard. You may have one standard for all your KUDs or five different standards. See Appendix A on this syllabus for an example of a set of KUDs that also uses our knowledge about elephants and is derived from professional standards.

**Case Study Analysis (75 pts)** A case study will be available on October 31, 2013 and will be due on November 7, 2013. The case analysis will be a 4-6 page paper using current APA styl that identifies:

1. The central problem of the case as you see it;
2. The beliefs and assumptions of the central actors in the case;
3. The role of the community or larger society in which the central characters reside;
4. Alternative solutions to the identified problem;

5. The consequences of the possible solutions to the identified problem;
6. The recommended plan of action(s), with reasons for the recommendation(s)

The case study analysis should be supported by citations from appropriate readings and a minimum of five references. Directions for the case and the evaluation rubric as well as the case itself can be found under Assignments on Collab.

**Unit Summative Assessment (75 points) due October 31, 2013.** Design a unit summative assessment that is aligned either with the unit KUDs previously submitted or a new set of unit KUDs (that are derived from the Virginia SOLs and our elephant theme) and that are attached to the submitted assignment. Your unit assessment must be congruent with your learning objectives and may include constructed response, selected response, a combination of the two, or performance measures (including a detailed portfolio assessment). You may also include affective measures. The following checklist will be used to evaluate your assessment.

#### Unit Assessment Checklist

- Unit KUDs
- A copy of the assessment with the following:
  - Accurate content;
  - Correct construction of and number of items for paper and pencil test items and for performance prompts (See Assessment readings);
  - Clarity;
  - Higher and lower level cognitive demand on students
- A one page rationale that addresses:
  - The relationship of the assessment to the Standards of Learning, unit objectives and instruction;
  - The place of the unit in the school curriculum;
  - An explanation of how you used your knowledge of student learning in your assessment decision making;
  - And the reasons for choosing this particular assessment method(s).
- A detailed student timeline for preparation for and completion of the assessment (will vary depending on the type of assessment)
- A rubric, checklist, or answer key to evaluate the assessment
- A reasonable plan (with justifications) for communicating with students about their performance on the assessment

**Direct Instruction, Concept Attainment, and Concept Development Lesson Plans (150 points total).** The direct instruction lesson plans (2) are due on November 11, 2013. One concept attainment lesson plan and one concept development lesson plan are due on December 2, 2013. You are asked to construct **four** different lesson plans using direct instruction twice and concept attainment **and** concept development that can be taught in a series of lessons—the content of the lessons should be related—a mini-unit. The purpose of this task is to provide the opportunity to demonstrate your knowledge of writing learning objectives in KUD form derived from state standards and of using specific instructional models appropriately and accurately. The content of each lesson plan should be loosely relatable to our theme of elephants (elephants can be used in a lesson as an analogy or example) and should fit within the identified KUDs and assessments of the series of lessons. Be sure to check the Lesson Plan Feedback Guide under the Resource section on Collab. The required lesson plan template is also available under Collab Resources. This template will also be used by your peers to critique your lessons prior to submission.

#### **Final Exam: Peer Teaching Lesson and Reflection**

**Summative Assessment: Peer Teaching Lesson Plan and Reflection (125 points total). Due December 12, 2013.** You are responsible for planning and implementing a **twenty-minute** peer-teaching lesson taught outside of class with a group of your peers from EDIS 5020. The assignment is designed to help you practice one of the instructional models presented in class by planning and implementing a lesson using either the concept attainment or concept development model. The lesson content must be appropriate to the instructional model you have chosen. You do not have to make connections to elephants or the Virginia SOLs (although you may do both) and this lesson does not have to fit within previous KUD, assessment, or lesson plan assignments.

All lessons must be videotaped. We will discuss access to cameras in class.

Lesson plans should be written before the peer teaching session and copies should be provided to everyone in your class **after the presentation of the lesson** so that your peers can comment on the plan as well as the implementation of the plan. The copy of the lesson plan you turn into your instructor should be **annotated** explaining the changes you made during the lesson and why you made those changes (**This is the Revised Peer Teaching Lesson Plan.**); what you might do if you taught the lesson again; what you noticed about students during the lesson; and any other details which will show the depth of your thinking about the experience. Annotations may be hand-written and scanned or added to your lesson plan in a different font color or size. Lesson plans should be submitted with your peer teaching reflection.

### Peer Teaching Reflection

In addition to the lesson plan, you must include reflections of your peer teaching experience. This paper should be 4-6 pages. You may choose one of the following options to help you structure your response. All papers must have a minimum of five citations from readings and/or your text and use APA style (title page, abstract, etc.)

#### Option A:

Watch the tape of your lesson and respond to the following questions: Include the questions in your response.

- How would you describe your teaching style? What do you believe has influenced your teaching style? Are you comfortable with this style? If not, what would you change? If so, why?
- Hypothesize as to the differences that your planning made in the lesson. Provide specific examples of the relationship of your planning to the actual lesson.
- Was the lesson effective in reaching your objectives? Support this conclusion with specific examples from the video and/or student work.
- What did you learn about the instructional model used in the lesson? Is what you learned congruent with the information provided in the text and/or classroom discussion?
- Would you use this model again? Why or why not? Was the lesson's content and skills appropriate for the instructional model? How do you know?
- What could you have done to make the lesson more effective? Again, be specific and detailed. Be certain that your recommendations are grounded in the current literature on teaching and learning.
- What recommendations would you give a student before his or her first peer teaching experience? Why?

#### Option B:

Watch the tape of your lesson. As you watch the lesson reflect on how your teaching behaviors and what students learned are related and how this relationship is connected to what you have read and discussed in this class. Make a list of the ten most important lessons you learned during the peer teaching session, planning, implementation, and reflection processes. After each of your lessons learned, discuss in detail what led to these new understandings and how they will affect your future planning and teaching. Relate each of your ten items to what we know about how we learn and how this particular model of instruction may have influenced your ideas. Each annotation should be rich in detail and contain specific examples from the peer teaching session and supported by the recent literature on teaching and learning.

The rubric for evaluating your final examination can be found on Collab under Resources.

**COURSE OUTLINE**

REMINDER: Changes may be made to the syllabus during the Fall, 2013 semester. All changes will be shared through our class email.

	<b>DATES</b>	<b>GUIDING/ESSENTIAL QUESTIONS</b>	<b>READINGS AND ASSIGNMENTS</b> Readings are designated by text or can be found on Collab and except for the first class are due on the date they are listed.
<b>1</b>	8.29.13 Welcome <b>Quality Teaching</b>	Why are you here? What are your goals for this class? Why do you have these goals? How are they related to what kind of teacher you want to be? What does a quality teacher look like?	<b>In Class:</b> <ul style="list-style-type: none"> <li>Getting to Know Each Other</li> <li>Read syllabus/generate questions</li> <li>Compare Virginia Uniform Standards with your expectations of teaching.</li> <li>Hypothesize as to how you will be evaluated on these standards.</li> </ul>
<b>2</b>	9.5.13 Anchored Instruction: Elephants  <b>No face to face class</b>	What do elephants have to do with learning how to teach? How is anchored instruction related to quality teaching?	<b>Assignments:</b> <a href="http://www.youtube.com/watch?v=2QwzKOljhtk">http://www.youtube.com/watch?v=2QwzKOljhtk</a> <b>Africa's Forgotten Elephants</b> <b>OR</b> <a href="http://www.youtube.com/watch?v=mYXiZ5iPdIQ">http://www.youtube.com/watch?v=mYXiZ5iPdIQ</a> <b>The Ultimate Guide--Elephants</b>  <b>Collab Readings:</b> The Homeless Herd  Show five connections between elephants and your content. Bring to class on 9.12.13.
<b>3</b>	9.12.13 Who do we teach?	How do I work with a wide variety of students and families? What are the issues I can expect regarding diversity in schools?	<b>Collab Readings:</b> <ul style="list-style-type: none"> <li>The United States of education</li> <li>The Case of Fome Qureshi</li> <li>What really matters in teaching (students)</li> <li>Normal Adolescent Development</li> </ul> <b>Enrichment: Instruction</b> , chapter 9
<b>4</b>	9.19.13 What do we teach?	How do we organize what we want students to know and be able to do at the end of our instruction?	<b>Readings:</b> <ul style="list-style-type: none"> <li><b>Instruction</b>, chapters 1-3</li> <li>SOLs or CCSS for one course/subject in your content area or grade level</li> </ul> <b>Collab Readings:</b> <ul style="list-style-type: none"> <li>Why I oppose Common Core Standards: Ravitch</li> <li>Common Core Supporters Firing Back</li> </ul>
<b>5</b>	9.26.13	What's up with objectives? What are KUDs? How do standards relate to learning objectives? How do we know how to write learning objectives?	<b>Readings:</b> <b>Instruction</b> , chapter 3 <b>Collab Readings:</b> <ul style="list-style-type: none"> <li>UbD Quickvue1005</li> <li>What really matters in teaching (content)?</li> <li>Learning Progressions: Supporting instruction and Formative Assessment</li> </ul> Bring five concepts and five generalizations about elephants.



6	10.3.13 <b>Determining Acceptable Evidence of Learning (Assessments)</b>	Why have objectives? How are objectives related to assessments and instruction? Why do we need formative assessments? What are templates for writing objectives and lesson plans?	<b>Readings:</b> <ul style="list-style-type: none"> <li>• <b>Mindset</b></li> <li>• <b>Assessment</b>, chapters 1, 2, and 3</li> </ul> <p>Come to class with five sets of KUDs that are derived from your selected SOLs and that can be connected to elephants. <b>KUDs are due on 10.6.13.</b></p>
7	10.10.13 What are our assessment options?  Jigsaw, Part 1 Expert Groups	What are the characteristics of a good classroom assessment? How do we go about constructing classroom assessments? How do I know when a classroom assessment is appropriate?	<b>Readings:</b> <b>Assessment</b> , chapter 4 and assigned chapter (either 5, 6, 7, 8, or 9) Read assigned chapter. Chapter assignments will be sent to you via email.  Enrichment: The Jigsaw Classroom <a href="http://www.jigsaw.org">www.jigsaw.org</a>  Expert Groups: Types of Test Items You will review your chapter with your expert group during class. By the end of class your group will have prepared: <ol style="list-style-type: none"> <li>1. A one page handout that will be used to teach your assessment option to your peers.</li> <li>2. Questions, a prompt, or directions in your assigned format that follow all of the rules provided in your chapter. The questions/prompts/directions must be associated with content about elephants. Be prepared to explain why your assessment items are excellent examples.</li> </ol>
8	10.17.13 What do students learn from classroom assessments?  Jigsaw, Part 2 Learning Groups	What are the reasons for aligning assessments with objectives?	Learning Groups. Experts will teach their assessment option in learning groups. All students will complete the summary matrix and the case study in class after the presentations. The matrix and case will be provided in class.
9	10.24.13 Summative Assessment Peer Workshop	How can I provide quality feedback to my peers on their summative assessments? What are the metrics?	<b>Summative</b> Prepare a draft of your summative assessment assignment and aligned KUDs (think elephants. You will need several examples of elephant examples or metaphors in your assessment.) which will be reviewed in class by your peers.
10	10.31.13 <b>Unit 3: Instructional Delivery</b>  <b>Direct Instruction</b>	How do we teach and why do we teach as we do? What is direct instruction? How can it be best used in the classroom?	<b>Readings: Instruction</b> , chapter 4 Explore the website <a href="http://www.udlcenter.org">www.udlcenter.org</a> to find the answer to the question What is Universal Design for Learning and how should it impact my teaching?  <b>Unit Assessment due.</b>

<b>11</b>	11.7.13  <b>Direct Instruction, Part 2</b>	How will you use direct instruction in your content area? What content is best served for this instructional model?	<b>Collab Readings:</b> <ul style="list-style-type: none"> <li>• Learning or Not Learning in School</li> <li>• Implementing a Gradual Release of Responsibility Model</li> </ul> Design a direct instruction lesson (knowledge or skills) related to elephants and bring the lesson to class for peer review. Use the lesson plan template on Collab.  <b>Case Study Analysis Due</b>
<b>12</b>	11.14.13	Do we learn concepts in the same manner as skills? What are the differences between direct instruction and concept teaching?	<b>Instruction</b> , chapters 5 and 6 Make a Venn diagram comparing deductive (direct instruction) and inductive (concept attainment and concept development) teaching methods. Bring the graphic organizer to class.  <b>Direct Instruction Lesson Plans (2) due.</b>
<b>13</b>	11.21.13	How do we write and evaluate lesson plans? Lesson Plan Writing Workshop	<b>Assignment:</b> Design a concept attainment and a concept development lesson on elephants using the provided lesson plan template. Bring copies of your lesson plan to class for a critique.
<b>14</b>	11.28.13	Thanksgiving Break	<b>Concept Attainment and Concept Development Lesson Plans due on December 2, 2013</b>
<b>15</b>	12.5.13 Should everyone get an A?	What are grades? Why do we have them? What do I need to know about grading?	<b>Assessment</b> , chapter 11
	FINAL EXAMINATION	Peer Teaching/Video Recording	Outside of class assignment. Peer Teaching <b>Annotated Lesson Plan and Reflection due December 12, 2013</b>

**Appendix A**  
**KUDs for a Unit on Cooperative Learning for Preservice Teachers**

<b>Students will understand that we learn in groups.</b>	<b>Students will know:</b> <ul style="list-style-type: none"> <li>▪ Empirical data supporting the use of cooperative learning structures in the classroom.</li> <li>▪ The theories associated with the use of cooperative learning.</li> <li>▪ The role of collaboration in our society.</li> <li>▪ The ways in which elephants collaborate to survive in a variety of habitats.</li> </ul>	<b>Students will be able to make a case for the use of cooperative learning structures in the secondary classroom.</b>
<b>Students will understand that cooperative skills are not innate.</b>	<b>Students will know:</b> <ul style="list-style-type: none"> <li>▪ Specific examples of how cooperative skills help us to survive and thrive.</li> <li>▪ It is efficient to learn from each other.</li> <li>▪ Elephants learn survival skills from each other—they are not born with this knowledge.</li> </ul>	<b>Students will be able to make a list of the skills that help us to work effectively in groups.</b>
<b>Students will understand that collaborative learning must be intentionally designed.</b>	<b>Students will know:</b> <ul style="list-style-type: none"> <li>▪ There are several cooperative learning structures.</li> <li>▪ Each structure has specific steps.</li> <li>▪ Cooperative learning requires face-to-face interactions, explicit teaching of social skills, equal distribution of work, group processing, and individual accountability.</li> <li>▪ Elephants also have patterns for communicating skills and knowledge to each other.</li> </ul>	<b>Students will be able to critique several cooperative learning lesson plans for attention to the required cooperative learning elements.</b>
<b>Students will understand that group work provides opportunities for student learning.</b>	<b>Students will know:</b> <ul style="list-style-type: none"> <li>▪ Adolescents can share examples and cultural experiences in groups.</li> <li>▪ Higher level thinking is enhanced in groups.</li> <li>▪ Although there is a common template for group work, there are many variations.</li> <li>▪ The steps of the common template.</li> <li>▪ Elephants also have a series of steps that they follow together as they find food and water.</li> </ul>	<b>Students will be able to design a cooperative lesson associated with selected SOLs that also incorporates information about elephants.</b>
<b>Students will understand that long-term cooperative groups enhance adolescent growth.</b>	<b>Students will know:</b> <ul style="list-style-type: none"> <li>▪ Base groups provide social, emotional, and academic support for individual students.</li> <li>▪ Base groups help adolescents process complex content and tasks.</li> <li>▪ Base groups support teachers in administrative tasks.</li> <li>▪ Base groups allow adolescents to try on different group roles.</li> <li>▪ Base groups help to reduce school attrition and promote positive attitudes toward school.</li> <li>▪ Attitudes are changed in groups as meaning is socially constructed.</li> <li>▪ Procedures for setting up base groups.</li> <li>▪ Elephants remain in herds for long periods of time (males do not leave until they are around 14 and females spend their lives in family groups). Basic survival skills are learned in family groups.</li> </ul>	<b>Students will be able to write a letter to administrators and parents and guardians explaining the reasons for and the procedures for using long-term cooperative base groups in their classroom.</b>