Plymouth State University
ED 5080.01-Instructional Strategies and Curriculum Design
3 credits, Summer 2011
07/01/2011
Instructor: Dr. Raquel Bermejo-Mongillo
rbmongillo@plymouth.edu
Alternate email: drmongillo@aol.com
IM AOL: drmongillo
(941)320-4424

Instructional Strategies and Curriculum Design
ED5080

Required Textbooks
Author : Burden, P. & Byrd, D.
Title: Methods for Effective Teaching
Publisher: Pearson Education
Edition: 5th
ISBN: 9780136101048

Author: Marzano, R. Pickering, D., & Pollock, J.
Title: Classroom Instruction That Works
Publisher: Pearson Education

Course Description
This course focuses on providing students interested in elementary or secondary teaching with prerequisite skills necessary for successful student teaching. Students will demonstrate competence in: knowledge of curriculum, lesson and interdisciplinary unit planning, organizing and delivering instruction, adjusting instruction for diverse learning styles, individual’s needs and cultures, evaluating outcomes of instruction and use of a variety of classroom management strategies. Student will take an in depth look at urban teaching practices. Seminars will address issues related to teaching, and emphasize students’ reflection and evaluation of their teaching in an assigned school. Discussion of ethical practices and professionalism will permeate the course.

Course Objectives
The students will have the opportunity to:
1. Design lesson plans that demonstrate the relationship between learning theory, child development, critical thinking, problem-solving and performance skills. (Knowledge)
2. Demonstrate the ability to use a variety of methodological approaches in their teaching and structure of content. (Knowledge)
3. Develop instructional approaches that can be used address individual differences. (Holistic and Commitment)
4. Develop the New Hampshire State Curriculum Standards that are addressed in their instructional plans. (Knowledge)
5. Develop self-confidence, poise, and professionalism when presenting lessons and when interacting with students and other professionals. (Commitment, Knowledge, Collaboration)
6. Reflect upon teaching experiences and develop future professional goals. (Commitment, Holism)
7. Recognize a variety of assessment methods and tools to help foster and strengthen general assessment skills. (Knowledge)
Relationship to the Conceptual Frameworks

ED508, Instructional Strategies and Curriculum Design, is reflected in Plymouth State University’s conceptual framework as follows:

**C COLLABORATIVE**
Candidates will collaborate to design and implement developmentally appropriate lessons in a public school setting. Each candidate will work collaboratively with his or her public school cooperating teacher in a team teaching setting. At least two classes will be in an urban classroom.

**H HOLISTIC**
Candidates will design and implement lessons that meet the diverse learning needs of students and that address individual learning styles.

**E EXPERIENCE**
Candidates will interact with students in small and large group settings. Candidates will experience rural and urban schools. Candidates will plan lessons with their cooperating teacher and college professor.

**C COMMITMENT**
Candidates will exhibit professionalism in dress and manner throughout their practicum experience. Candidates will be expected to complete all course assignments in a timely manner.

**K KNOWLEDGE**
Candidates will relate theory to practice through course content and through their on-site practicum placement.

Course Organization
The course is easily organized in weekly folders. Each folder has everything you need for that week, including links to submit your assignments, your discussions, etc.

The course starts on **July 5, 2011** and it’s divided into **8 weeks**.

*All assignments are due by Sunday* of the due week due by midnight EST. Late penalties are described later in the syllabus.

**Grading, Assignments, and Due Dates**

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>450-500</td>
<td>A</td>
</tr>
<tr>
<td>400-449</td>
<td>B</td>
</tr>
<tr>
<td>350-399</td>
<td>C</td>
</tr>
<tr>
<td>300-349</td>
<td>D</td>
</tr>
<tr>
<td>299 and under</td>
<td>F</td>
</tr>
</tbody>
</table>

- **Collaborative Test on Readings**: 20%
- **Discussion Board**: 36%
- **Lesson Plan**: 44%
## Course Calendar

<table>
<thead>
<tr>
<th>Week #</th>
<th>Due Dates</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7/10/2011</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>2</td>
<td>7/17/2011</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>3</td>
<td>7/24/2011</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>4</td>
<td>7/24/2011</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>5</td>
<td>7/30/2011</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>6</td>
<td>8/7/2011</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>7</td>
<td>8/14/2011</td>
<td>Collaborative Test</td>
</tr>
<tr>
<td>8</td>
<td>8/21/2011</td>
<td>Unit Plan</td>
</tr>
</tbody>
</table>

### 7/5/2011 Week 1
- Assigned Readings:
  - Teaching Standards
- The teacher as a decision maker
  - Burden: xxi-xxiv
  - Burden: 1
  - Discussion Board
  - 30 points
  - 7/10/2011

### 7/11/2011 Week 2
- Fundamentals of planning
- Types of teacher planning
- Differentiating instructions for diverse learners
  - Burden: 2
  - Burden: 3
  - Burden: 4
  - Discussion Board
  - 30 points
  - 7/17/2011

### 7/18/2011 Week 3
- Assigned Readings:
  - Identifying similarities and differences
  - Summarizing and note taking
  - Reinforcing effort and providing recognition
  - Homework and practice
  - Nonlinguistic representation
  - Marzano: 2
  - Marzano: 3
  - Marzano: 4
  - Marzano: 5
  - Marzano: 6
  - Discussion Board
  - 30 points
  - 7/24/2011

### 7/25/2011 Week 4
- Assigned Readings:
  - Cooperative learning
  - Setting objectives and providing feedback
  - Generating and testing hypotheses
  - Cues, questions, and advance organizers
  - Direct instructional strategies
  - Indirect instructional strategies
  - Marzano: 7
  - Marzano: 8
  - Marzano: 9
  - Marzano: 10
  - Burden: 5
  - Burden: 6
  - Discussion Board
  - 30 points
  - 7/30/2011

### 8/1/2011 Week 5
- Strategies that promote student understanding
- Managing Lesson Delivery
- Teaching specific types of knowledge
- Using the nine categories in instructional planning
  - Burden: 7
  - Burden: 8
  - Burden: 11
  - Marzano: 12
  - Discussion Board
  - 30 points
  - 8/7/2011

### 8/8/2011 Week 6
- Assessing student performance
- Grading systems, marking, and reporting
- Classroom Management
- Classroom Discipline
  - Burden: 11
  - Burden: 12
  - Burden: 9
  - Burden: 10
  - Discussion Board
  - 30 points
  - 8/14/2011

### 8/15/2011 Week 7
- Collaborative Test
  - 100 points
  - 8/21/2011

### 8/22/2011 Week 8
- Unit Plan
  - 220 points
  - 8/28/2011

**Total Points for the course:** 500
Late Penalties

No assignments will be accepted more than 14 days late except the last assignment which will not be accepted after August 28, 2011.

Discussion Board/Journal Entry: 30 points each week

Each week you will respond to two discussion board questions that will show your understanding of the weekly assigned readings. Your own original responses will be worth 20 points each week; the other 10 points will come from what we will call your discussion board “participation”. Your participation will consist of at least two original, thorough, and substantive posts in response to other students responses to the questions.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial discussion board question is answered accurately and with detail</td>
<td>0-5</td>
</tr>
<tr>
<td>Post contains one or more critical thinking questions or thoughts to stimulate discussion</td>
<td>0-5</td>
</tr>
<tr>
<td>Post contains one reference to the readings, research, web sites, etc.</td>
<td>0-5</td>
</tr>
<tr>
<td>Student uses proper mechanics</td>
<td>0-5</td>
</tr>
<tr>
<td>Participation: quality of posts (2) to other students' responses</td>
<td>0-10</td>
</tr>
</tbody>
</table>

Unit Plan

Required parts of lesson plan:

1. State standards:
   Benchmarks should be stated and appropriate. Benchmarks should guide the development of the tasks, lesson procedures, and assessment.

2. Objectives
   Plan should provide a clear and realistic list of what students will be able to do at the end of the lesson. Lesson objectives should align with standards and further elaborate them in terms of expected student behavior.

   Each lesson should have one or more objectives. An objective is a statement of the intended learning outcomes. Objectives commonly describe what the student will be able to do when instruction has been completed.

   In this second of your lesson plan you will identify both PERFORMANCE OBJECTIVES and LEARNING DOMAINS.

   Each performance objective should include 3 things (from Burden, page 67)
   (a) an action statement identifying the action the teacher expects the student to perform (for example: Write an essay describing the process of selection of members of the House of Representatives)
   (b) conditions statement identifying the conditions under which the action occurs (using information found in the textbook, doing research, etc),
   and (c) a criterion statement identifying the criteria or level of performance expected of the student (for example: all major steps central to the election process listen in the text must be present)
Carefully consider the performance objectives when preparing your lesson plan, because the objectives will dictate the nature of the content to be taught. Furthermore, if you want to have students achieve a particular objective at a particular level of understanding, then you should assess the student only for that level (Burden, page 69).

**Learning domains:** please read your textbook (69-70) and make sure your lesson identifies at least four domains (cognitive, affective, and/or psychomotor).

3. **Materials and resources:**
   All needed materials should be listed. Information about quantity and type should be given when necessary (e.g., One 30 cm ruler per student). Necessary files (e.g., worksheets) should be attached in electronic form. Any required websites should be active and appropriate.

4. **Tasks or activities (40 points)**
   - Tasks should be based on correct and engaging activities and relate directly to the specified standards/benchmarks and objectives of the lesson. (5 points)
   - Worthwhile content area tasks should engage students in reasoning and reflection: students analyze, synthesize, or evaluate information, creating their own position/product/concept. (5 points)
   - Tasks should engage students in application of previously learned material and require students to make connections between multiple representations. (5 points)
   - Tasks should promote students’ conceptual understanding of the topics presented. (5 points)
   - Tasks should provide students authentic learning experiences through solving non-routine problems and prepare them for life beyond school. (5 points)
   - You need to include three strategies from Marzano (Chapters 2 through 10). (5 points)
   - You need to include one activity that would incorporate cooperative learning (at least). (5 points)
   - You need to include three activities in which you use any of Burden’s ‘direct instructional strategies’ and three in which you use ‘indirect instructional strategies’. (5 points)

5. **Differentiating instruction for diverse learners**
   Different learner types and students from different backgrounds should be well addressed in the lesson plan to achieve full participation.
   The lesson plan should include instruction and student activities that address multiple learning styles and multiple ways for students to provide evidence of understanding.
   Burden (chapter 4) Differentiating instruction for diverse learners. Your lesson should show evidence of you planning ways to address:
   - Sources of student diversity
   - Creating an inclusive, multicultural classroom
   - Differentiating instruction

6. **Assessment**
   Assessments should be related to the specified benchmarks and objectives of the lesson.
   Assessment strategies should be described in detail to gather evidence of student learning and to modify the lesson to meet the needs of all students.
Assessment tools, such as a rubric, should be provided.

## LESSON PLAN

<table>
<thead>
<tr>
<th>Objective/Criteria</th>
<th>Performance Indicators Need Improvement</th>
<th>Satisfactory</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment with standards</strong></td>
<td>No benchmarks are stated or the standards have not guided the development of the tasks.</td>
<td>Benchmarks are stated. Benchmarks have guided the development of tasks.</td>
<td>Benchmarks are stated and appropriate. Benchmarks have guided the development of the tasks, lesson procedures,</td>
</tr>
<tr>
<td><strong>Objectives of the Lesson</strong></td>
<td>No objectives are given or the listed objectives are not clear or realistic and do not align with the specified</td>
<td>Plan provides a list of objectives, but some are unclear or not realistic given the content of the lesson. Objectives do not sufficiently address the given benchmarks.</td>
<td>Plan provides a clear and realistic list of what students will be able to do at the end of the lesson. Lesson objectives align with standards and further elaborate them in terms of expected student behavior.</td>
</tr>
<tr>
<td><strong>Materials and Resources</strong></td>
<td>All needed materials are listed. Information about quantity and type is given when necessary (e.g., One 30 cm ruler per student). Necessary files (e.g., worksheets) are attached in electronic form. Any required websites are active and appropriate.</td>
<td>Materials are listed, but the plan may be missing details about quantity and type of some materials. If a file is not attached, the lesson provides enough information for the teacher to create the omitted document.</td>
<td>All needed materials are listed. Information about quantity and type is given when necessary (e.g., One 30 cm ruler per student). Necessary files (e.g., worksheets) are attached in electronic form. Any required websites are active and appropriate.</td>
</tr>
<tr>
<td><strong>Task</strong></td>
<td>Tasks loosely relate to the specified standards/benchmarks or objectives of the lesson. Completing the tasks relies heavily on the recall and identification of the previously learned material. There is little intrinsic motivation for students to accomplish the tasks. At least one of Marzanos’ strategies missing Cooperative learning activity missing or not well developed. at least one of the indirect</td>
<td>Tasks are based on correct and engaging content and somewhat relate to the specified standards/benchmarks and objectives of the lesson. Tasks require students to solve routine problems with multiple steps. Tasks engage students in application of previously learned material. Students use multiple representations, but are not required to make connections among them. All 3 Marzanos’ strategies</td>
<td>Tasks are based on correct and engaging topics relate directly to the specified standards/benchmarks and objectives of the lesson. Tasks engage students in application of previously learned material and require students to make connections between multiple representations. Tasks promote students’ conceptual understanding of the topics. Tasks provide students authentic learning experiences through solving non-</td>
</tr>
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<td>Objective/Criteria</td>
<td>Performance Indicators</td>
<td>Satisfactory</td>
<td>Exceptional</td>
</tr>
<tr>
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</tr>
<tr>
<td>Need Improvement</td>
<td>instruction strategies or one of the direct strategies missing</td>
<td>used, just not enough detail. Cooperative learning activity used, just not enough detail. 3 direct instruction and 3 indirect, not with enough detail</td>
<td>routine problems and prepare them for life beyond school. At least 3 strategies from Marzano’s Cooperative learning activity 3 direct instruction and 3 indirect</td>
</tr>
<tr>
<td>Equity</td>
<td>Different learner types and students from different backgrounds are well addressed in the lesson plan to achieve full participation. The lesson plan includes instruction and student activities that address multiple learning styles and multiple ways for students to provide evidence of understanding.</td>
<td>The lesson plan provides guidance to the teacher to have the majority of the students to participate in the lesson.</td>
<td>Different learner types and students from different backgrounds are well addressed in the lesson plan to achieve full participation. The lesson plan includes instruction and student activities that address multiple learning styles and multiple ways for students to provide evidence of understanding.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment is missing or not well developed.</td>
<td>Assessments are related to the specified benchmarks and objectives of the lesson. Assessment ideas are included, but they are vague.</td>
<td>Assessments are related to the specified benchmarks and objectives of the lesson. Assessment strategies are described in detail to gather evidence of student learning and to modify the lesson to meet the needs of all students. Assessment tools, such as a rubric, are provided.</td>
</tr>
</tbody>
</table>

**Collaborative Test**

Together we will develop a test for the course…each one of us (including me) will be assigned a section of the assigned readings for the course and will develop a few questions (with answer sheet) for the test.

This is something new I’m trying out with this section so we will work it out and experiment together.

We will assign the sections for the test early on the course so when you are reading the sections that were assigned to you, you will be able to keep an eye on possible questions you might ask in the test.

I will collect all the questions and answers and turn the test into a real “online” test for us which of course we will all get a 100% in…just because we tried! : )
As a teacher you have already (or will soon) how starting with the end in mind helps you tremendously to plan your lessons, activities, goals, and assessments….so in this case we will take the assigned texts for this course and apply those same principles we are learning about to our own course. It should be fun!

**Communication with Instructor**

I will answer any email you send me within 48 hours. I check my email several times during the day Monday-Friday and at least once on Saturday.

I will be available to chat with you online or on the phone Monday and Tuesday 8:00 AM to 10:00 AM (office hours) please make sure you make an appointment with me so I make myself “visible” 😊. If those times don't work for you, email me and we will find a time that works for both of us.

**Feedback**

You will receive feedback for each assignment you submit within 7 days of submission in the form of a graded form.

**Academic Accommodations**

Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should immediately contact the PASS Office in Lamson Library (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Accommodation for this course from the PASS Office, please provide the instructor with that information privately so that you and the instructor can review those accommodations.

**Please make sure you check out the following Plymouth State information:**

1. PSU's Academic Integrity policy
   
   [http://www.plymouth.edu/registrar/policies/academic_standing.html](http://www.plymouth.edu/registrar/policies/academic_standing.html)

2. PSU's services for students' with disabilities
   
   [http://www.plymouth.edu/pass/index.html](http://www.plymouth.edu/pass/index.html)

3. PSU's Information Technology Services Help Desk
   

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