Wilmington University
College of Education

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Learning Outcome 2 – Implementing and Analyzing Instruction (ACEI 3.1, 3.2, 3.3, 3.4, 3.5 / CEC 2,3,4,5 / InTASC 3,4,5,7,8)

Learning Outcome 3 – Learning Environment (ACEI 3.4 / CEC 2.1 / InTASC 3)

Understanding Learning - Links

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6. building an ongoing developmental program that allows for continuous improvement,

Assessment(s): Candidates will evaluate and reflect on existing teacher lessons. Candidates will design, plan, and implement a minimum of two lessons. Candidates will analyze and reflect on the design of instructional planning, the use of technology, and student learning.

Learning Outcome 2 Implementing and Analyzing Instruction (AMLE 1c, 2a, 2c, 3b, 4a, 4b / CEC 2,3,4,5 / InTASC 3,4,5,7,8)
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Assessment(s): Candidates will evaluate and reflect on existing classroom expectations, procedures and routines. Candidates will create, plan and implement a minimum of two lesson plans. Candidates will record each lesson and reflect on student behavior and implemented modifications and strategies.

Learning Outcome 4 Professionalism (AMLE 3b, 5a, 5b, 5d / CEC 6.1, 6.2, 6.3 / InTASC 9)
Learning Activities/Performance Tasks:

1. The candidate will analyze and reflect upon his or her own personal learning goals.
2. The candidate will select appropriate professional development and learning activities that align to his or her learning goals.
3. The candidate will communicate to colleagues, peers, families, students and the greater community in a professional manner.
4. The candidate will demonstrate and maintain professional teaching dispositions and behavior.

Assessment(s): Candidates compose a philosophy of education integrating a research based learning theory. Candidates reflect and compose written responses to the Professional Growth and Responsibilities form. Candidates will document active engagement in assigned classroom through TaskStream portfolio.

Level of Engagement within the 60 hours:

Additional Course Information and Schedule of Class Activities will be posted on the course blackboard site

Assignments and Grading

1. Class Discussions, Activities, and Reflections
2. Professional Growth Plan
3. Philosophy of Education
4. Plan, develop, and enact two lesson plans integrating technology
5. Analyze and reflect on enactment of instruction, learning environment and student learning.
6. Field Based Engagement Portfolio

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College of Education Attendance Policy:
In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the • – — † ‡ • – ï • ” ‡ • ’ ‘ • • ‹ „ ‹ Ž ‹ – › – ‘ ‘ „ assignments on the due dates. Students who register and enter the course on the drop/add date have four days to complete the first ™ ‡ ‡ • ï • ƒ • • ‹ ‰ • • ‡ • – • ä

Course Materials and Reading List

Antoniou, P., & James, M. (2014). Exploring Formative Assessment in Primary School Classrooms: Developing a Framework of Actions and Strategies. Educational Assessment, Evaluation And Accountability, 26(2), 153-176.

Council for Exceptional Children. (2017). CEC Initial and Advanced Program Standards. Retrieved from https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards/CEC-Initial-and-Advanced-Preparation-Standards

Delaware Performance Appraisal System II (DPAS II). A document from the Delaware Department of † — … ƒ – ‹ ‘ • â ‹ • ‡ Ž ƒ ™ ƒ ” ‡ ï • • – ƒ – ‡ ™ ‹ † ‡ ‡ † — … ƒ e system, ƒ Ž — DPAS II establishes consistent educator and student performance expectations and outcomes across all schools.

Haynes, A. (2010). The complete guide to lesson planning and preparation. London: Continuum.

Hess, F. (2015). The cage-busting teacher. Cambridge, MA: Harvard Education Press.

Lemov, D. (2010). Teach like a champion: 49 techniques that put students on the path to college (1st ed. ed., Josse-Bass teacher). San Francisco: Josse-Bass.

Praxis Performance Assessment for Teachers. An examination and documents from Education Testing Systems (ETS); The PPAT assessment evaluates test takers on their abilities to impact student learning as it relates to the InTASC Model Core Teaching Standards, demonstrating that they