WILMINGTON UNIVERSITY DIVISION OF EDUCATION BASIC COURSE INFORMATION

COURSE NUMBER: EDC 413/MCT 6413

COURSE TITLE: METHODS II: Strategies for Effective Teaching in

Career/Technical Programs

COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

| Teacher Led Instruction | SEA | Fieldwork/Clinical | Lab | External Learning |
|----------------------------|-----|--------------------|-----|----------------------|
| 35 | 5 | 0 | 0 | 70 |

College of Education Program Attributes

This course is critical to your training and paeation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the Collegeof Education Conceptual Framework As a result, you, as candidates, are expected to:

- x Master knowledgebased course content;
- x View yourself as a teacher and learner, deconstructing inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
- x Remain attentive to contextual and cultural sensitivity;
- x Engage in authentic participation, collegiality, and collaboration;
- x Embrace inquiry, analysis and reflection, including critical reflection and taking action on one's daily work;
- x Participate in an ongog, developmental sequence of learning activities that support continuous improvement, experimentation and professional growth;
- x Become involved in learning experiences that are standards driven, and;

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Activities/Assignments included in this syllabus compriserthinimum to be covered in this course. However, additional Program Competencies, Learning Outcomes, and Activities/Assignments may be added at the discretion of the faculty member.)

Competency#1: Create learning experiences that make content **ngfah**to students and reflect an understanding **o**bre concepts and structure of education.

Learning Activities

1.1 Candidates will be able to plan and deliver lessons that make learning meaningful for students.

Candidate will:

- 1.1 Select a topic to research and presentation to a C & T class.
- 1.2 Explain the teaching strategies and thiques that will make the lesson meaningful to the students.

Competency#7: Apply a variety of instructional approaches that promote student thinking, understanding, and application of knowledge

LearningActivities:

7.1 Candidatewill be able to meet the developmentand diverse learning needs of the C & T students.

Candidateswill:

7.1 Prepare a lesson plansing the *Pathwise Lesson Plan* format that will indee a variety of instructional pproaches designed to meet the developmandal diverse learning needs of their students.

GRADUATION COMPETENCIES:

1.1 Speak with confidence, clarity, and conciseness. Research, prepare, and deliver professional presentations

Learning Activities

Candidates will be able to research, prepare and where professional presentations.

Candidateswill:

Interviewat least fourteachers about Easy Guideofr Teachers prochure. Ask for their ideas or items to be placed in the ochure about ffective teaching strategies and present this infimation to the class.

1.2 Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.

Learning Activities

Candidateswill know how to write clearlyconcisely and appropriately using correct English grammar, punctuation, usage, mechanics is seen to tructure, and

| SCORING | UNSATISFACTORY | EMERGING | BASIC | PROFICIENT | DISTINGUISHED |
|--------------------|--|---------------------------------------|----------------------|---|-----------------------|
| ELEMENTS | 1 | 2 | 3 | 4 | 5 |
| Competency #7 | | | | | |
| 7.1 Understanding | The candidate was | The candidate was | The candidate was | The candidate was | The candidate was |
| of instructional | able to clearly define | able to clearly | able to clearly | able to clearly | able to clearly |
| strategies. | and describe and give | define and describe | define and describe | define and describe | define and describe |
| | examples o <u>fewer</u> | and give examples | and give examples | and give examples | and give examples |
| Score: | thantwo (2) of the five | · · · · · · · · · · · · · · · · · · · | of threeof the five | of <u>four</u> of the five | of the following |
| | following instructional | following | following | following | five instructional |
| | strategi s : (a) | instructional | instructional | instructional | strategies(1) |
| | questioning, (b) | strategi s : (a) | strategies: (1) | strategies: (1) | questioning, (2) |
| | problem solving, (c) | questioning, (b) | questioning, (2) | questioning, (2) | problem solving, (3) |
| | discussion, (d) | problem solving, | problem solving, | problem solving, | discussion, (4) |
| | activation of prior | (c) discussion, (d) | (3) discussion, (4) | (3) discussion, (4) | activation of prior |
| | knowledge, and (e) | activation of prior | activation of prior | activation of prior | knowledge, and (5) |
| | student reflection on | knowledge, and (e) | knowledge, and (5) | • | student reflection on |
| | learning. | student reflection | student reflection | student reflection | learning. |
| | | on learning. | on learning. | on learning. | |
| 7.2 Understanding | The candidate | The candidate | The candidate | The candidate | The candidate |
| of relationship | demonstrated little or | demonstrated an | demonstrated an | demonstrated a hig | |
| between | no understanding of | emerging | acceptable level of | quality | superior |
| instructional | the relationship | understanding of | understanding of | understanding of | understanding of the |
| strategies, | between the following | • | the relationship | the relationship | relationship |
| assessment, and | three (3) elements of | between two (2) of | between all three | between all three | between all three |
| types of learning. | an effectively | the three (3) | (3) of the following | (3) of the following | (3) of the following |
| | delivered lesson: | following elements | elements of an | elements of an | elements of an |
| Score: | instructional strategies | | effectively | effectively | effectively |
| | assessment, and typesdelivered lesson: | | delivered lesson: | delivered lesson: | delivered lesson: |
| | of learning. | instructional | instructional | instructional | instructional |
| | | strategies, | strategies, | strategies, | strategies, |
| | | assessment, and | assessment and | assessment, and | assessment, and |

| | | types of learning | types of learning. | types of learning. | types of learning |
|----------------------|--------------------------|---------------------------------|----------------------|----------------------|---------------------|
| | | | | | (i.e. whole group, |
| | | | | | small group, hands |
| | | | | | on, writing, etc.). |
| <u> </u> | The candidate did not | The candidate | The candidate | The candidate | The candidate |
| of how instructional | demonstrate an | demonstrated a | demonstrated an | demonstrated a hig | ndemonstrated a |
| materials and | understanding of how | | acceptable level of | quality | superior |
| technology enhance | einstructional materials | understanding of | understanding of | understanding of | understanding of |
| instruction. | (including technology) | how instructional | how instructional | how instructional | how instructional |
| | can be used to enhan | c e naterials (including | materials (including | materials (including | |
| Score: | learning. | technology) can be | technology) can be | technology) can be | technology) can be |
| | | used to enhance | used to enhance | used to enhance | used to enhance |
| | | learning. | learning. | learning. | learning. |

RUBRIC FOR PROGRAM COMPETENCY #1 - Content

PROGRAM COMPETENCY #1: Create experiences that make content meaningful to students and reflect an understanding of the core and structure of education.

Assignment: Select a topic to research and write method of presentation to a C & T class including techniques and strategies.

| SCORING | UNSATISFACTO | EMERGING | BASIC | PROFICIENT | DISTINGUISHED |
|---------------------|------------------|------------------|----------------------|---------------------|----------------------|
| ELEMENTS | RY | 2 | 3 | 4 | 5 |
| | 1 | | | | |
| 1.1 Understanding | The candidate | The candidate | The candidate | The candidate | The candidate |
| of the dynamic and | demonstrated | demonstrated a | demonstrated an | demonstrated a | demonstrated a |
| nature of the | little or no | limited level of | acceptable levebf | high quality of | superior |
| discipline content. | understanding of | understanding of | understanding of the | understading of the | understanding of the |
| | the dynamic and | the dynamic and | dynamic and complex | dynamic and | dynamic and complex |

Score___ (Whole #'s only)

| 1.3 Understanding | The candidate | The candidate | The candidate | The candidate | The candidate |
|--------------------|----------------------------|----------------------|------------------------|-----------------------|-----------------------|
| of relationship of | demonstrated an | demonstrated a | demonstrated an | demonstrated a | demonstrated a |
| the discipline to | inadequate levelof | limited level of | adequate level of | skillful level of | superior level of |
| other content area | understanding of | understanding of | understanding of the | understanding of the | understanding of the |
| | the relationship of | the relationship of | relationship of | relationship of | relationship of |
| | knowledge within | knowledge within | knowledge within the | knowledge within | knowledge within the |
| Score: | the discipline to | the discipline to | discipline to other | the discipline to | discipline to other |
| (Whole #'s | other content areas | other content areas | content areas and to | other content areas | content areas and to |
| only) | and to life | and to life | life applications by | and to life | life applications by |
| | applications by | applications by | providing <u>three</u> | applications by | providing <u>five</u> |
| | providing <u>less than</u> | providing <u>two</u> | examples of that | providing <u>four</u> | examples of that |
| | two examples of | examples of that | relationship. | examples of that | relationship. |
| | that relationship. | relationship. | | relationship. | |