



EDUC 317: Fundamentals of Planning Instruction in Early Childhood and Elementary Schools (LEC.2, Cr. 2)

Course Description: Fundamental components of instructional planning for early childhood and elementary educational environments creating interdisciplinary lessons including differentiation, state approved Tier 1 Curriculum, and current state and national standards.

Field Experience Hours: Are inclusive with EDUC 316

Pre-requisite requirements: EDUC 200 and 216

Co-requisite requirements: EDUC 316

EDUC 318: Planning and Instruction for Literacy in the Content Area (Lec. 2, Cr. 2)

Course Description: Fundamental components of instructional planning for secondary educational environments creating interdisciplinary lessons including differentiation, state approved Tier I Curriculum, and current state and national standards.

Field Experience Hours: Are inclusive within EDUC 333, 337, or HHP 340.

Pre-requisite requirements: EDUC 200

Co-requisite Requirements: EDUC 333, 337, or HHP 340.

All three courses have the same assignments just in different grade levels/content areas.

317 undergraduate early childhood/elementary

318 undergraduate secondary/ K-12

617 alternative certification program all grade levels and content areas.

Date	Class information	Suggested EI Content
8/18	<p>Welcome announcement (read)</p> <p>Course Information Module (review attachments)</p> <p>COVID Information and Updates (review Module)</p> <p>Introduction Activities Module (complete activities)</p> <p>Initial discussion post due by 8/20 by midnight (6 points)</p> <p>Reply to at least one colleague by 8/23 by midnight (4 points)</p> <p>Fundamental 5 Text: Quiz on Critical Writing Chapter before next class starts at 4:00 PM (5points)</p>	<p>Exceptional Teaching in Action program menu</p> <p>Preschool Pedagogy program menu</p> <p>5 Practices of Highly Effective Classrooms program menu</p> <p>Classroom Lessons Un-Narrated program menu</p> <p>The Anatomy of Student Engagement Program menu</p>
8/25	<p>Academic Standards Module</p> <p>Up to 2-minute video post in Discussion Board explaining 2 thoughts <i>with evidence</i>.</p> <p>Identify the website, grade level and content area, and specific document(s).</p> <ol style="list-style-type: none"> 1. What is an ah-ha moment you had while working through this module? 2. What other question/ confusions arose while working through this module? <p>Initial discussion post due by 8/27 by midnight (10 points)</p> <p>Reply to at least one colleague by 8/30 by midnight (5 points)</p> <p>Fundamental 5 Text: Quiz on Recognize and Reinforce Chapter</p>	<p>Curriculum Mapping and Instructional Design</p> <p>Deconstructing the Standards-clips 3-9</p>

	<p>before next class starts at 4:00 PM (5points)</p> <p>Standards Square of Pre-Planning Four Square Document (no submission)</p>	
9/1	<p>Assessment Module</p> <p>High Quality Academic Feedback Assignment due 9/6 by midnight (25 points)</p> <p>Assessment Square of Pre-Planning Four Square Document (no submission)</p>	<p>Danielson: 1F</p> <p>Designing Student Assessment</p> <p>Assessment for Learning</p> <p>Using Assessment to Become a Reflective Teacher</p> <p>Classroom Assessment Techniques</p> <p>Student Projects as Effective Authentic Assessments</p> <p>Selecting the Perfect Assessment for Every Circumstance</p> <p>Creating and Mastering Rubrics</p> <p>Assessing Teaching and Student Progress Using Data</p> <p>Case Study: Using Assessment Data to Modify Instruction</p>
9/8	<p>Understanding Standards Module</p> <p>Unpacking a Standard Discussion due by 9/10 at midnight (12 points)</p> <p>Reply to at least one colleague by 9/13 by midnight (4 points) using High Quality Academic Feedback.</p>	<p>Curriculum Mapping and Instructional Design</p> <p>Standards-based Instructional Design</p> <p>Exceptional Teaching in Action</p> <p>Constructive feedback using probing questions</p> <p>Giving Feedback to Individuals and Groups</p>
9/15	<p>Outcomes Module (part 1)</p>	<p>Danielson 22 Components of Great Teaching</p>

	Fundamental 5 Text: Quiz on Framing the Lesson Chapter before next class starts at 4:00 PM (5points)	1C- Setting Instructional Outcomes
9/22	<p>Outcomes Module (part 2)</p> <p>Complete First 3 squares of Pre-Planning Four Square Document and the explanation at the bottom. Submit in discussion by 9/24 by midnight. (4 points).</p> <p>Respond to one colleague by 9/27 at midnight using High Quality Academic Feedback. (5 points).</p> <p>Submit your final Pre-Planning Four Square for grading by 9/28 at midnight (20 points). Submission only requires first 3 squares and explanation because you have not created a lesson plan yet.</p>	
9/29	<p>The Power of Planning Module</p> <p>The Power of Planning assignment can be in any format. Due 10/4 by midnight (15 points)</p>	<p>Domain 1: Planning and Preparation</p> <p>Planning and Preparation</p> <p>Exceptional Teaching in Action</p> <p>Exception lessons require exceptional planning (8 teachers discuss lesson planning)</p>
10/6	<p>Curriculum Module</p> <p>Assignment due 10/11 by midnight (50 points)</p>	<p>Curriculum Mapping and Instructional Design</p> <p>Jay McTighe- Understanding by Design</p>
10/13	<p>Relevance and Rationale Module</p> <p>Student Misconceptions Module</p>	

10/20 10/27	<p>Differentiation Presentation Projects Presentations completed in class and uploaded into Moodle by 11/1 at midnight (30 points)</p> <p>Fundamental 5 Text: Quiz on Frequent, Small Group Purposeful Talk (FSGPT) Chapter before next class starts at 4:00 PM (5points)</p>	<p>A Guide to Differentiated Instruction</p> <p>Planning Differentiated Lessons</p> <p>Classroom Example: Science and Social Studies</p> <p>Classroom Example: PreK Lesson</p> <p>Classroom Example: Secondary Math</p>
11/3	<p>Questioning Module</p> <p>Questioning Module Activity due in Discussion Board by 11/12 by midnight. (20 points)</p> <p>Reply to at least one colleague giving specific feedback to their Question Planning Worksheet submission by 11/15 by midnight (5 points) using High Quality Academic Feedback. Submit Question Planning Sheet by 11/16 at midnight (24 points).</p>	<p>Exceptional Teaching in Action</p> <p>Using effective questioning techniques to process new information</p> <p>Using deliberate questions to encourage student participation</p> <p>Curriculum Mapping and Instructional Design</p> <p>Essential Questions with Jay McTighe</p>
11/10	<p>Academic Vocabulary</p>	<p>5 Practices of Highly Effective Classrooms</p> <p>Making sense of abstract academic vocabulary</p> <p>Charlotte Danielson: Framework for Teaching</p> <p>Primary Reading: Vocabulary Development</p>
11/17	<p>Differentiation Module</p> <p>3 Models for Differentiation due on 11/22 by midnight (54 points)</p>	<p>A Guide to Differentiated Instruction</p> <p>Powerful Teaching Strategies</p>
11/24	<p>Work on final submissions</p>	

12/1	No class meeting. Completed Lesson Plan Support Document Submission due 12/1 by midnight (28 points) Course reflection due 12/1 by midnight (20 points)	
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NOTE: For the sake of brevity and ease of navigation, the course description, the standards, grading system, and required materials were deleted from this syllabus