



Master in Teaching (MIT)
Secondary General Methods, Assessment, and Management
FALL TERM
3 CREDITS

Text: No Text; Articles on Blackboard. [Educational Impact Video Library](#)

Course Description:

This course will examine basic theory and strategies needed to plan, develop, and deliver effective lesson plans and units of study. Information on how to develop and implement a variety of assessment strategies will also be explored. Research and information needed to manage the physical classroom environment and to create a respectful and culturally positive learning climate that assures maximum learning will be explored.

Course Schedule:

The following schedule includes the main topics, activities, assignments, and readings that are planned for each class session. The schedule is subject to modifications at the discretion of the instructor to meet the needs of the course.

Date	Topics/Activities	Assignments Due	Readings Due
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<p>Week 1: September 19,20</p>	<p><u>MIT Program/Course</u></p> <p><u>Logistics:</u></p> <ul style="list-style-type: none"> • University Supervisor Panel • Syllabus • MIT Handbook <p><u>TWS/edTPA Work:</u></p> <ul style="list-style-type: none"> · IntroTWS2: Context for Learning <p><u>Classroom Management:</u></p> <ul style="list-style-type: none"> • Classroom Management Observation Log Sharing 	<p><u>Classroom Management Observation Log: <i>Hard Copy or Electronic Access to Draft Due Wednesday, 9/19; upload final to Bb by 11:59 PM, Sunday, 9/23</i></u></p> <p>Suggested EI video Clips</p> <p>Taking the Guesswork out of the edTPA</p> <ul style="list-style-type: none"> • FAQ's • Task 1 <p>22 Components of Great Teaching</p> <ul style="list-style-type: none"> • Component 2D: Managing Student Behavior <p>Exceptional Teaching in Action</p> <ul style="list-style-type: none"> • Knowing students pays off in smooth classroom management • Transition and Classroom management <p>Charlotte Danielson</p> <ul style="list-style-type: none"> • Domain 2 - Classroom Environment <p>Insights and Strategies from STOYs</p> <ul style="list-style-type: none"> • Elizabeth Miner • Nancie Lindblom 	<p>* I challenge you to be a scholar and an active initiator of your learning by spending thoughtful time with <u>all listed readings before our Wednesday class</u> each week. All readings can be found within the "Course Information" section under the "Readings" button in Bb.</p>
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<p>Week 2: September 26,27</p>	<p><u>MIT Program/Course</u> <u>Logistics:</u> · Checking InJ</p> <p><u>TWS/edTPA Work:</u></p> <ul style="list-style-type: none"> ● TWS2 Peer Edit ● TWS2 Final Q&A ● Deep Dive: UbD as a Framework ● Quick Look @ TWS3A: The Unit Framework 	<p>TWS 2: <i>Hard Copy Draft Due Wednesday, 9/26;</i> upload final to Bb by 11:59 PM, Sunday, 9/30</p> <p>Mastering Curriculum Mapping (Jay McTighe)</p> <ul style="list-style-type: none"> ● Understanding by Design (Clips 2-5) ● Identifying and Developing Understanding ● Frame Teaching Around EUs ● EQs that Engage Students (Margaret Searle) ● Student Involvement in Design of EQs ● Delivering EUs and EQs ● Why are EUs so important? ● A Lesson in EUs 	<p>REVIEW: McTighe&Wiggins, 1999 (16)</p> <p>REQUIRED: McTighe, 2010 (29)</p> <p><i>UbD White Paper,</i> McTighe&Wiggins, 2011 (13)</p>
<p>Week 3: October 3,4</p>	<p><u>MIT Program/Course</u> <u>Logistics:</u> · Checking InJ</p> <p><u>TWS/edTPA Work:</u></p> <ul style="list-style-type: none"> ● Intro TWS3A: The Unit Framework ● Long-range Planning ● Key Academic Language: EUs, EQs, Learning Targets, Bloom's ● TWS3A Work in Content Groups or Individually (you chooseJ) 	<p>N/A</p> <p>Suggested EI Video Clips</p> <p>Mastering Curriculum Mapping</p> <ul style="list-style-type: none"> ● Deconstructing standards (clips 1-9) <p>Effective Teaching in Diverse Classrooms</p> <ul style="list-style-type: none"> ● Challenging Activities - Bloom's (clips 1-3) <p>The Five Practices of Highly Effective Classrooms</p> <ul style="list-style-type: none"> ● Marzano - Research on The Thoughtful Classroom <p>Exceptional Teaching in Action</p> <ul style="list-style-type: none"> ● Ms. Lindblom-Focus on EQ (Clips 2 and 8) <p>Project-Based Learning</p>	<p>REVIEW: <i>Methods for Teaching,</i> Henson, 2012, Ch. 2 (20)</p> <p>REQUIRED: Cunningham, 2009 (4)</p> <p><i>Where Great Teaching Begins,</i> Reeves, 2011, Ch. 2 (15)</p> <p><i>Learning Targets,</i> Brookhart&Moskowitz, 2014 (6)</p>

		<u>First step: Establish EQ for your project</u>	
Week 4: October 10,11	<u>MIT Program/Course</u> <u>Logistics:</u> <ul style="list-style-type: none"> · Checking InJ <u>TWS/edTPA Work:</u> <ul style="list-style-type: none"> ● TWS3A Peer Edit ● Academic Language Deep Dive ● TWS3A Final Q&A <ul style="list-style-type: none"> · Exploring Assessment · Standards-based Grading 	TWS 3A: Hard Copy Draft Due Wednesday, 10/10; upload final to Bb by 11:59 PM, Sunday, 10/14	REQUIRED: Guskey, 2007 (15) Scriffiny, 2008 (5) Reeves, 2004 (2) SKIM/CONSULT AS RESOURCE: Glass, 2009 (62)
Week 5: October 17,18	<u>MIT Program/Course</u> <u>Logistics:</u> <ul style="list-style-type: none"> · Checking InJ <u>TWS/edTPA Work:</u> <ul style="list-style-type: none"> ● Intro TWS3B: Unit Assessment Plan - the <i>what, why & how</i> ● TWS3B Support: Student Voice ● Pre-; Formative; Summative; Informal; Formal Assessment ● Developing Assessments from Learning Targets <u>Classroom Management:</u> <ul style="list-style-type: none"> ● The Big Picture ● Intro First Day Letter 	N/A Suggested EI Video Clips 22 Components of Great Teaching <ul style="list-style-type: none"> ● Component 1F: Assessment in Instruction Assessment for Learning <ul style="list-style-type: none"> ● Assessment for Learning Program ● Rubrics Help to Scaffold Instruction ● Formative vs. Summative Assessment Charlotte Danielson’s Teaching Framework <ul style="list-style-type: none"> ● Use of Formative Assessment Mastering Curriculum Mapping and Instruction Design <ul style="list-style-type: none"> ● Designing Higher-Level 	REQUIRED: LePage et al., 2005 (19) Bongolan et al., 2010, Ch. 12 (11) <i>Where Great Teaching Begins</i> , Reeves, 2011, Ch. 7 (33) SKIM/CONSULT AS RESOURCE: Stiggins et al., 2012 (14) <i>Where Great Teaching</i>

		Assessments	<i>Begins,</i> Reeves, 2011, Ch. 8 (18)
Week 6: October 24,25 Doreen @ WACTE	<u>TWS/edTPA Work:</u> <ul style="list-style-type: none"> TWS3B Work in Content Groups or Individually (you chooseJ) <u>Classroom Management:</u> <ul style="list-style-type: none"> First Day Letter Peer Edit 	First Day Letter: <i>Hard Copy</i> Draft Due Wednesday, 10/24; upload final to Bb by 11:59 PM, Sunday, 10/28	
Week 7: October 31, November 1	<u>MIT Program/Course</u> <u>Logistics:</u> <ul style="list-style-type: none"> Checking InJ <u>TWS/edTPA Work:</u> <ul style="list-style-type: none"> Intro TWS3C: Unit Lesson Plans- the <i>what, why & how</i> The MIT Lesson Plan Template <u>Classroom Management:</u> <ul style="list-style-type: none"> Keller Tip Session 2: <i>Working with Parents</i> 	[TWS 3B Due in content methods courses this week] SUGGESTED EI VIDEO CLIPS Exceptional Teaching in Action Click here to view the <u>program menu</u> <ul style="list-style-type: none"> <u>Exceptional Lessons Require Exceptional Planning</u> <u>Classroom Example with Analysis- Ms Tuttle</u> Charlotte Danielson <u>Domain 1: Planning and Preparation</u> Designing Lessons to Inspire Thinking and Learning <u>Madeline Hunter model</u> <u>Basic instructional frame</u> 22 Components of Great Teaching <u>Questioning</u> Mastering Curriculum Mapping and Instructional Design <u>Designing a Standards-based Lesson Plan</u> <u>Essential Questions and Big Ideas</u> Teacher Evaluation Practice Center	REQUIRED: Smith, 2016, Ch. 11 (23) SKIM/CONSU LT AS RESOURCE: Wong & Wong, 2009, Chs. 21-23

		<p><u>Program Menu</u> View by classroom/level...Watch full lessons with planning conferences, lesson plans, artifacts, post conferences</p>	
<p>Week 8: November 7,8</p>	<p><u>MIT Program/Course</u> <u>Logistics:</u> · Checking InJ <u>TWS/edTPA Work:</u> · TWS3C Support: Academic Language</p>	N/A	<p>REQUIRED: James, 2017 (2) <i>Teach Like a Champion</i> Ch. 2, 3, & 4 (3)</p>
<p>Week 9: November 14,15</p>	<p><u>MIT Program/Course</u> <u>Logistics:</u> · Checking InJ <u>TWS/edTPA Work:</u> · Introduce TWS4: The Classroom Mangament Plan · Keller Tip Session 3: Fighting Student Apathy <u>Classroom Management:</u> • Behavior Management: Theories & Practice- Old and New · Restorative Justice</p>	<p>[TWS 3C Due in content methods courses this week]</p> <p>SUGGESTED EI VIDEO CLIPS</p> <p>Positive Behavior Supports in Action</p> <ul style="list-style-type: none"> • <u>Creating Rules and Expectations</u> • <u>Discipline is Both Punishment and Reinforcement</u> <p>Special Education Law: 12 Common Scenarios</p> <ul style="list-style-type: none"> • <u>Scenario: Implementing positive behavior supports and establishing classroom rules</u> <p>Managing the Defiant Child</p> <ul style="list-style-type: none"> • <u>Discipline is Not Punishment</u> • <u>What do good disciplinarians do?</u> 	<p>REQUIRED: Teasley, 2014 (3) Mullet, 2014 (6)</p>
<p>November 21,22</p>	<p>HAPPY THANKSGIVING</p>	N/A	

No Class			
<p>Week 10: November 28,29</p>	<p><u>MIT Program/Course</u> <u>Logistics:</u></p> <ul style="list-style-type: none"> · Checking InJ <p><u>Classroom Management:</u></p> <ul style="list-style-type: none"> ● Managing Student Behavior ● Prevention & Intervention <p>· Keller Tip Session 4: Tight Spots</p>	<p>N/A</p> <p>SUGGESTED EI VIDEO CLIPS</p> <p><u>Trauma Informed Intervention - Scenarios:</u> Watch common classroom scenarios where things escalate</p> <p>- Secondary (Module 2)</p> <p>Managing the Defiant Child</p> <ul style="list-style-type: none"> ● Tony Scannella - What do good disciplinarians do? ● Personality survey <p>Help for Billy / Trauma-informed Intervention</p> <ul style="list-style-type: none"> ● Heather Forbes: Regulation vs Dysregulation 	<p>REQUIRED:</p> <p>- Emmer & Evertson, 2013, Chs. 8-10 (65)</p> <p>OR</p> <p>- Smith, 2016, Chs. 6,7,12,13 (73)</p> <p>Beaty-O’Ferrall et al., 2010 (8)</p> <p>Benson, 2012 (3)</p>
<p>Week 11: December 5,6</p>	<p><u>MIT Program/Course</u> <u>Logistics:</u></p> <ul style="list-style-type: none"> · Checking InJ <p><u>TWS/edTPA Work:</u></p> <ul style="list-style-type: none"> ● Peer Edit TWS4 ● TWS4 Final Q&A ● Debrief Teaching Event ● Video Analysis ● Socratic Seminar: edTPA making Good Choices 	<p><u>TWS 4: Hard Copy Draft Due Wednesday, 12/5;</u> upload final to Bb by 11:59 PM, Sunday, 12/9</p> <p>Type Att./ Prof./ Participation Statement into Bb by 11:59 PM, Sunday, 12/9</p> <p>Be prepared to share your 5-min. teaching clip</p> <p>Anatomy of Student Engagement</p> <ul style="list-style-type: none"> ● <u>Socratic questioning and high level student discussions</u> 	<p>REQUIRED:</p> <p>Making Good Choices (edTPA) (40)</p>

Assignment Descriptions:

1. Classroom Management Observation Log (10%): You will describe and discuss techniques your mentor teacher(s) use(s) to establish the rules, principles, procedures, and routines that ensure a positive learning climate for all students (preparing the room, greeting students, designating seating, distributing materials, building a classroom community, learning students' names, grading, dealing with absences, tardiness, late work, etc.).

Please consult Bb in the “Course Assessments” section under the “Classroom Management Observation Log” button for greater assignment detail, requirements, and rubric.

2. TWS2- Context for Learning (15%): You will download the edTPA template for your content area from our Bb site and respond to prompts, reporting information about your school and class settings (one for each period you will teach in the spring). You will identify learners who need support in each class and you will name accommodations for those learners. You will need to consult various district/school resources and rely on your mentor teacher in order to provide all of the requested information. Each template should not exceed four pages (including prompts).

Please consult Bb in the “Course Assessments” section under the “TWS 2- Context for Learning” button for greater assignment detail, requirements, and rubric.

3. TWS3A- Unit Framework (30%): You will design a unit of study that sets significant, integrated, varied, and appropriate learning goals for your learners. This 4-7 paged paper should be double spaced, Times New Roman, with 12-point font size.

Please consult Bb in the “Course Assessments” section under the “TWS 3A- Unit Framework” button for greater assignment detail, requirements, and rubric.

4. First Day Letter (10%): You will design your own one-page letter to parents with an additional one-page rationale explaining your communication.

Please consult Bb in the “Course Assessments” section under the “First Day Letter” button for greater assignment detail, requirements, and rubric.

5. TWS4- Classroom Management Plan (20%): You will describe and justify your philosophy on classroom management and discuss how you will create a safe and respectful classroom community that maximizes learning for all students. This 5-7 paged paper should be double spaced, Times New Roman, with 12-point font size.

Please consult Bb in the “Course Assessments” section under the “TWS 4- Classroom Management Plan” button for greater assignment detail, requirements, and rubric.

6. Attendance/Professionalism/Participation Statement (15%): These expectations for this are captured in the four main components within the "MIT Course Policies" section of the syllabus. Please write one paragraph explaining what you believe your grade should be and cite specific examples that speak to the four specific components

and the rubric. MAKE SURE TO INCLUDE HOW MANY POINTS OUT YOU FEEL YOU EARNED FOR THIS PORTION OF YOUR COURSE GRADE.

These instructions are also posted on Bb in the “Course Assessments” section under the “Attendance/Professionalism/Participation Statement” button.

MIT Grading Policy:

1. Minimum GPA - 3.0:

- MIT candidates must achieve a cumulative grade point average of at least 3.0 on a 4.0 scale for all courses taken as part of the MIT program toward both the master’s degree **and** teaching certification. Following any term in which a candidate’s cumulative grade point average is below 3.0, the candidate will be removed from the program. He/she may petition for re-entry into the following year’s cohort.

2. Grade lower than “C”:

- No credit will be allowed for any course in which the candidate receives a grade lower than “C.” Courses in which a grade of lower than “C” is earned, must be repeated.

3. Incomplete grades (in courses):

- A grade of Incomplete (“I”) is approved for regular courses in emergency situations only. Candidate and instructor will sign an *Incomplete Agreement* indicating the reason for the grade. The Incomplete must be made up within six weeks. Following that, a final grade will be recorded.

4. Incomplete grades (in internships and/or research):

- When Incomplete (“I”) grades are recorded for internships and/or research work that extend beyond the term in which they are scheduled, the work must be successfully completed within six months of issuance of the Incomplete (“I”).

NOTE: For the sake of brevity and ease of navigation the standards, grading system, and required materials were deleted from this syllabus