

CI 163: Curriculum and Pedagogy – *Designing for Successful Instruction*

Fall 2024

Instructor Information

Units: 3	Instructor: Dr. Jose Lomeli
Days: Thursdays	
Office #: 251 (Lomeli)	
Time: 12-3 pm	Schedule #: 74826
Location: Reagan Elementary, #23	Email: josel@csufresno.edu
Office Hrs: By appt. Zoom	
Meeting Information https://fresnostate.zoom.us/j/5592780361	
Telephone: (559) 278-0361 (Lomeli)	

Course Information

Multiple Subject Program Requirements:

This course is a required course in Phase 1 of the Multiple Subject Program. Taken concurrently, Field Study A is designed to provide the necessary classroom access essential for completing the assignments in this course. Teacher candidates not enrolled in Field Study A, will need to make special arrangements with the instructor.

Canvas: fresnostate.instructure.com

Prerequisites: Admission to the Multiple Subject Credential program.

Course description:

This course examines the design and development of interdisciplinary and integrated curriculum in K-8 classrooms. The **course content** includes background information on curriculum theories and multiple pedagogical approaches with a focus on the integration of curriculum and instruction. Stemming from the comprehensive work of the National Academy of Education *How People Learn, Brain, Mind and School* and the distillation by Linda Darling Hammond titled *A Good Teacher in Every Classroom*. The intersection of the following frameworks will be used to organize the content of this course.

1. **A Framework to Understand Teaching and Learning** focuses on three major areas: Knowledge of Learners and their Development in Social Contexts, Knowledge of Subject Matter and Curriculum Goals, and Knowledge of Teaching.

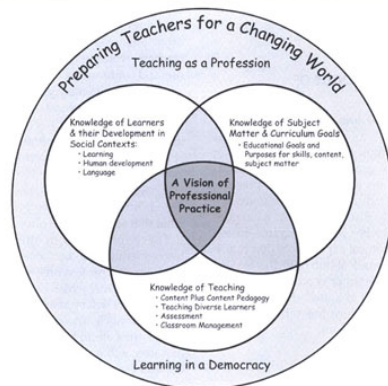
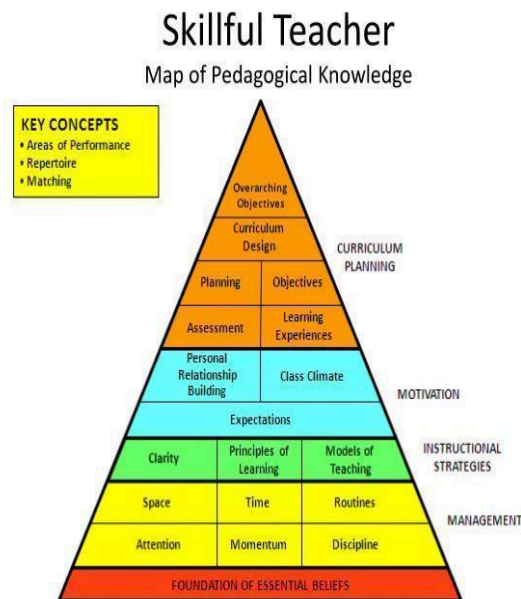


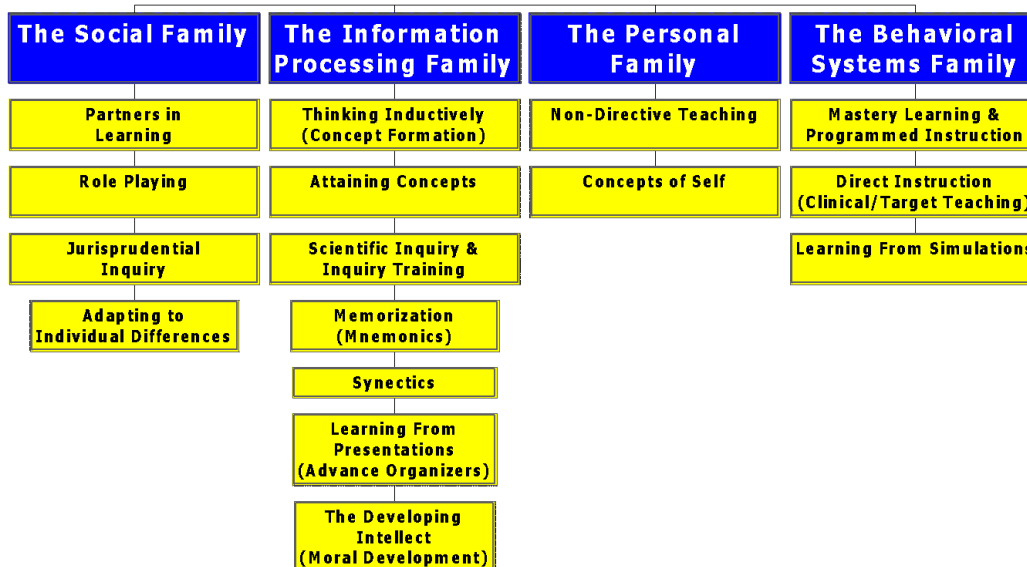
FIGURE 1: A Framework for Understanding Teaching and Learning
SOURCE: Darling-Hammond & Bransford (2005, p. 11)

- The **Map of Pedagogical Knowledge** from the Skillful Teacher book provides a taxonomy that includes essential areas for teacher professional development. The areas are Foundation of Essential Beliefs, Classroom Management, Instructional Strategies, Motivation, and Curriculum Planning.



- Through the **Models of Teaching** framework teacher candidates will gain an understanding of the organization of Curriculum and Instruction across the Information Processing, Personal, Social and Behavioral family of instructional models. Utilizing this framework will allow our students to analyze and understand the learning theories associated with each of the

instructional family of models while simultaneously applying and reflecting on the pedagogy in a clinical setting.

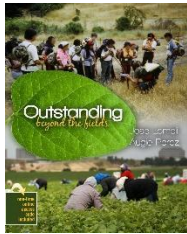


Teacher candidates will become familiar with Lesson Design and Informative Assessment across the various instructional models. They will also be introduced to essential classroom management strategies. In addition, our candidates will acquire strategies for working effectively with diverse learners, gain a foundational understanding of brain function (Neuro-education) as it relates to learning, Integrated and Interdisciplinary Curriculum, and 21st Century Skills such as Critical Thinking, Problem Solving and Cooperation.

The **delivery of the course** is based on the most recent teacher education research conducted by scholars such as Ball, Grossman, and Lampert. The Teacher Education by Design (TEDD) framework of Instructional Activities and The Learning Cycle comprised of the four components: *1. Introduce, 2. Prepare, 3. Enact, 4. Analyze* will be applied to essential skills in this course. Implementing this framework will enable our teacher candidates to internalize important skills in a more deliberate, authentic and meaningful way.

Required Course Materials

Outstanding Beyond the Fields (2018), Jose Lomeli, Augie Perez, Kendall Hunt, Dubuque, IA 52004-1840 ISBN: 978-1-5249-7701-6



The book can be purchased at the Kendall Hunt Website. For specific instructions go to the Canvas Assignments section (Book Reflections) for specific directions. You will need to create an account and download the bookshelf app to have access.

<https://he.kendallhunt.com/product/outstanding-beyond-fields>

This book will introduce you to outdoor/experiential education for immigrant students, a culturally responsive pedagogical approach that was conceived at the University of California, Berkeley and Davis campuses and developed and implemented for over forty years by the authors of the book. In addition to the history of this type of education for immigrant students, the book includes a collection of stories that were developed using the Participatory Narrative Inquiry (PNI) approach. The essence of the book is about how an alternative approach like education in the outdoors transformed the lives of migrant students. They are stories of affirmation, motivation and inspiration as migrant students search for a better way of life in this society.

Curriculum and Instruction Handouts – Available on Canvas

Additional materials will be disseminated by your instructor in hard copy or electronically. Internet accounts are required and available for a fee at

<http://www.fresno.com/cvonline/cvip.html>.

Course Specifics

Student Learning Outcomes:

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), the Teaching Performance Expectations (TPE) and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, Life-Long Learning.

1. Teacher candidates will demonstrate an understanding of curriculum theories, instructional methodology, planning, and assessment and the application of a variety of models of teaching. The comprehensive cross-curricular Unit Design assignment will incorporate many of these skills including lesson design,

- articulation with content and literacy standards, etc. (TPE 1.8, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.7, 6.1, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.9)
2. Teacher candidates will become familiar with the principles of Universal Design for Instruction: Representation, Action and Expression and Engagement. They will apply the framework in lesson design and unit development activities in the course. (TPE 1.8, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.7, 6.1, 6.3, 6.4, 7.2)
 3. Teacher candidates will understand the importance of promoting student's social-emotional growth, personal development and individual responsibility. Through the development and implementation of a Classroom Management Plan teacher candidates will learn about the importance of creating routines and procedures, rules for the classroom, attention signals and purpose statement. They will also practice positive behavior management strategies including but not limited to the techniques in the Attention Continuum and the Surface Management Frameworks. (TPE 1.1, 2.1, 2.2, 2.3, 2.5, 2.6, 6.2, 6.5, 7.2, 7.4)
 4. Teacher candidates will recognize the importance of Culturally Responsive Instruction as they conduct ethnographic research using Participatory Narrative Inquiry to select, interview and write a narrative oral history paper on an important and influential figure in their life. (TPE 1.1, 1.5, 3.5, 4.4, 7.2, 7.3)
 5. Teacher candidates will demonstrate an understanding of 21st Century Skills through class sessions that focus on cooperation/collaboration, inquiry, critical and creative thinking, problem solving and framing meaningful questions. These skills will be consolidated through peer analysis, self-analysis and reflection. (TPE 1.3, 1.5, 2.5, 3.8, 5.3)
 6. Teacher candidates will gain overall knowledge of informative assessment, which is inclusive of, but not limited to: informal, formal, formative, summative, authentic-performance, systematic observation, thematic anecdotal, criterion referenced, normative, standardized and other diagnostic measures. (TPE 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.8, 6.1, 6.2, 7.4, 7.10)
 7. Teacher candidates will demonstrate the ability to evaluate instructional alternatives, articulate the pedagogical reasons for instructional practices in relation to state adopted academic content standard for students and curriculum frameworks. (TPE 3.1, 3.2, 3.3, 6.1, 6.2)
 8. Teacher candidates will become familiar with professional perspectives on teaching that includes: professional, legal and ethical obligations, a commitment to maintain high expectations, to teach every student effectively, and to develop as a professional educator. (TPE 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7)

Examinations and Major Assignments: Your instructor(s) model Multimodal Assessment; therefore, evaluation will take several forms. The assignments are designed to help you make the theory-to-practice connection.

Due Date	Learning Outcomes	Assignment/Activity	Points
Variable	1-7	<i>Attendance, Participation, Session Activities, Minor Assignments, Discussions & Group Projects</i>	80
10/17	1-7	<i>Unit Design Phase One</i>	40
10/25	1, 3	<i>Book Reflections/Storytelling as Culturally Responsive Pedagogy</i>	90
12/15	1-7	<i>Unit Design Phase Two (ENTIRE UNIT)</i>	60
12/19	1-7	<i>Final</i>	15
		Total:	285

See Assignments Section on Canvas for descriptions and due dates

Course Policies & Safety Issues

Attendance:

Attendance is mandatory. If you are absent from class, it is your responsibility to check on announcements made while you were away. You will need a doctor’s statement for an excused illness absence. **Make-Up Policy:** Missed classes and assignments will result in point deductions, unless excused. More than four absences will reduce your overall grade.

Collaboration on research assignments is encouraged. Written assignments (unless otherwise specified) should represent independent work.

Grading policy:

90% of the possible pts. = A, 80%-89% of the possible pts. = B, 70-79% of the possible = C, below 70% individual contract for improvement

Confidentiality. The privacy and identity of children and their families should be protected in all written materials. Therefore, when writing about a child in a case study, for example, the recommended language is “for the purpose of this study, I’ll refer to the observed student as *Child A.*”

Audio and Video Recordings: “Audio and video recordings of class lectures are prohibited without permission. Students with an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service.”

Technology Innovations for Learning & Teaching (TILT) course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of

the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Health Screening: Students who come to campus for face-to-face classes will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past 10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days; you are not allowed to come to campus. Please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

Safety Measures: Consistent with the Governor's order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus. Physical distancing must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one.

Please see university website for the most updated information:

www.fresnostate.edu/coronavirus

The following sections regarding COVID are subject to change given changing circumstances on-campus and in the community. Please check the [COVID website](#) for the most up-to-date information

Vaccination:

The California State University system strongly recommends the COVID-19 vaccination and booster for all students, faculty, and staff. As a reminder, you are eligible for a booster five (5) months after receiving a final dose of the Pfizer or Moderna vaccine; or two (2) months after receiving a Johnson & Johnson vaccine.

Face Coverings:

Fresno State no longer requires masks to be worn indoors, but based on updated guidance from public health experts, the University highly recommends that all students, faculty, and staff, regardless of vaccination status, wear a surgical grade or KN95 mask indoors. ***Faculty will continue to have the discretion to require face coverings for***

their in-person classes as they evaluate the health and safety needs of their individual classroom environments.

Testing:

The campus was fortunate to receive the Higher Education Emergency Relief (HEERF) Funds during the pandemic and through June 2023 but funds are no longer available. Students will still be able to obtain free kits from the Student Health and Counseling Center. Additionally, free [COVID-19 test](#) options are offered by the Fresno County Department of Public Health.

Please remember that the same student conduct rules that are used for in-person classroom instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings in any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Student Disability Services working in conjunction with the student and faculty member.

The course policies that appear below are not required, though they reflect common student concerns and issues that arise at the Student Academic Petitions Committee. Responding to those that apply in the course syllabus has generally been found to be helpful.

Plagiarism Detection:

The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that they refuse to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

Dispute Resolution:

If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.

Chair's name
Department name
Chair's email
Department phone number

Intellectual Property:

All course materials, including but not limited to the syllabus, readings, quiz questions, exam questions, and assignments prepared by the instructor are property of the instructor and University. Students are prohibited from posting course materials online (e.g., Course Hero) and from selling course materials to or being paid for providing materials to any person or commercial firm without the express written permission of the professor teaching this course. Doing so will constitute both an academic integrity violation and a copyright violation. Audio and video recordings of class lectures as well as images of chat or messages shared during course sessions are prohibited unless I give you explicit permission in advance. Students with an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service. Otherwise, recordings of lectures are included in the intellectual property notice described above. These provisions exist regardless of the modality of the course. That is they apply to in-person, hybrid and online courses.

Student Ratings of Instruction:

In the final weeks of the semester, you will be asked to complete a short survey to provide feedback about this class. The priority goal of student ratings is to help your instructor improve the class. Feedback will also be reviewed by the department chair and the college dean. You will be given 15 minutes of class time to complete student ratings. Please offer feedback honestly and thoughtfully. Your participation is appreciated. You can access your student rating surveys and get more information at [Fresno State Student Ratings for Instruction \(SRI\)](#)

University Policies

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the University Library, Room 1202 (278-2811).

Financial Aid Satisfactory Academic Progress Standards and Appeals Process:

<https://studentaffairs.fresnostate.edu/financialaid/policies/sap/index.html>

The following University policies can be found on the web at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Title IX](#)

Fresno State is committed to fostering a safe, productive learning environment for all students. Title IX and CSU policy prohibit discrimination on the basis of sex, which includes sexual harassment, domestic and dating violence, sexual assault, sexual exploitation, and stalking. We understand that sexual violence can impact a students' ability to be successful in the learning environment. We encourage students who have experienced sexual misconduct to seek information on where to report from any member of our faculty or staff in order to ensure that the university can provide students with the necessary resources and supportive measures.

As an instructor, I have a mandatory reporting responsibility as a part of my role. It is my goal that you feel comfortable sharing information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the extent possible. However, I am required to report any information I receive regarding sexual misconduct or information about a crime that may have occurred during your time at Fresno State.

Students can report incidents of alleged sexual misconduct to either or both of the following resources:

Office of Compliance and Civil Rights | occr.fresnostate.edu | 559.278.5003
Fresno State Police Department | fresnostate.edu/police | 559.278.8400

Students can also report other incidents of discrimination or harassment to:

Office of Compliance and Civil Rights | occr.fresnostate.edu | 559.278.5003

Students can access *confidential support* from two separate resources on campus:

Counseling Services | studentaffairs.fresnostate.edu/health/counseling | 559.278.2734
Survivor Advocacy Services | fresnostate.edu/survivoradvocate | 559.278.6796

Pregnancy or Related Conditions:

[Pregnant Students](#) or those with related conditions should contact the Title IX Coordinator in the Office of Compliance and Civil Rights for assistance. The Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to educational programs or activities.

Office of Compliance and Civil Rights | occr.fresnostate.edu | 559.278.5003

[Parent scholars](#) provides information on priority registration and other support for parenting students.

[Services for Students with Disabilities](#) can also provide assistance with [accommodations](#).

If you have concerns and you are unsure who to contact, please visit the [Concern & Action Guide](#).

Emergency Information:

In the event of an emergency, everyone in the campus community becomes a partner in the response. To ensure you are prepared and remain calm you must make yourself familiar with campus protocols. To contact the Fresno State Police Department call 559.278.8400 from your cell phone or 911 from a campus phone. Prior to an emergency, assess your environment for options depending on the emergency. Identify all possible exit routes, in an emergency always use the closest most safe exit. Once you exit the building go to the predetermined evacuation assembly point, if that is unavailable then go to an open safe space away from the emergency. Identify where and how you can secure yourself inside if you need to shelter in place or hide from a threat. Be prepared to help guide those around you and assist individuals who may be in need. Additional information can be found at www.fresnostate.edu/emergency

University Services

The following University services can be found on the web at:

- [Associated Students, Inc.](#)
- [Students with Disabilities](#)
- [Dream Success Center](#)
- [Library](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Academic Success Coaching](#)
- [Survivor Advocacy](#)
- [Writing Center](#)

Subject to Change Statement

THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

Course Calendar

The calendar should include projected dates, topics covered, deadlines, and/or periods of time for readings, field trips, projects, exam dates (including the date and time of the

final exam) and assignment due dates. The following statement is suggested to footnote the calendar: “The course schedule is subject to change in the event of extenuating circumstances.”

If you plan to give your exam online or not to meet in class on the final exam day, please explicitly inform students in your syllabus. You also need to address a memo to that effect to your department chair and dean.

Tentative Course Schedule

Student key to reading assignment abbreviations in the syllabus:

- O** **Outstanding Beyond the Fields** (2018), Jose Lomeli, Augie Perez, Kendall Hunt, Dubuque, IA 52004-1840
- C** Instructor prepared materials on Canvas (Weekly)

Class	Theme/Topic	Readings
Session 1 Thurs. Aug. 22 12-3 pm	Introductions, Syllabus Course Overview, Friendship Rings - Introduction Activity, Introduction to Universal Design for Learning -Group Investigation Preparation (Hum a Song), Overview of Assignments	C – Handouts/ Readings
Session 2 Thurs. Aug. 29 12-3 pm	Group Investigation “Universal Design for Learning” UDL Overview, Myth of Average/Jagged Profile Group Investigation Presentations (Representation, Engagement, Action and Expression)	C – Handouts/ Readings
Session 3 Thurs. Sept. 5 12-3 pm	Lesson Design: Fully Guided Instruction “ <i>Designing for Explicit Teaching</i> ” Direct Instruction Model overview, Demonstration Lesson on Writing Behavior/Performance Objectives, Universal Design for Learning within the lesson plan, Silent Handshake	C – Handouts/ Readings
Session 4 Thurs. Sept. 12 12-3 pm	Lesson Design: Fully Guided Instruction Lesson Design, Unpacking the Lesson Plan, Group Investigation Presentations, Lesson Plan Development, Curriculum Alignment Explain Unit Design Assignment	C – Handouts/ Readings O – Chpt. 1
Session 5 Thurs. Sept. 19 12-3 pm	Incorporating Higher Level Thinking into Lesson Design through Bloom’s Taxonomy and DOK “ <i>Designing Objectives for Critical Thinking</i> ” “The Weapon” Pre-Assessment, Bloom’s Taxonomy, DOK, Questioning Strategies, Wait Time, Incorporating Bloom’s Taxonomy and DOK into Lesson Design, Z Chart for developing Objectives.	C – Handouts/ Readings O – Chpt. 2

COURSE SYLLABUS

<p>Session 6 Thurs. Sept. 26 12-3 pm</p>	<p>Classroom Management: Socio-Emotional Learning <i>"Designing Positive Learning Environments"</i> Socio-Emotional Learning, UDL (Engagement), EQ vs. IQ, Building Relationships and Creating a Positive Classroom Climate, Alternative Education Approaches</p>	<p>C – Handouts/ Readings O – Chpt. 3</p>
<p>Session 7 Thurs. Oct. 3 12-3 pm</p>	<p>Classroom Management: Attention Continuum and Surface Management Techniques <i>"Designing Positive Learning Environments"</i> Student Engagement through the Attention Continuum, Jigsaw Activity</p>	<p>C – Handouts/ Readings O – Chpt. 4</p>
<p>Session 8 Thurs. Oct. 10 12-3 pm</p>	<p>Classroom Management Plan Group Project Workshop</p>	<p>O – Chpt. 5</p>
<p>Session 9 Thurs. Oct. 17 12-3 pm</p>	<p>Introduction to Assessment <i>"Designing for Informative Assessment"</i> Informative Assessment, Formative and Summative Assessment for the Classroom, Authentic and Performance Based Assessment, Curriculum Alignment, Incorporating Assessment within the lesson plan PHASE ONE - UNIT DESIGN DUE</p>	<p>C – Handouts/ Readings</p>
<p>Session 10 Thurs. Oct. 24 12-3 pm</p>	<p>Neuro-Education/Brain Compatible Teaching: <i>"Designing for Cognitive Learning"</i> Neuro-Education/Brain Research and the application to the classroom, Learning, Memory, Teaching Strategies, Foundation for Universal Design for Learning (Representation, Action & Expression), Teaching across the curriculum, BOOK REFLECTIONS & STORYTELLING DUE</p>	<p>C – Handouts/ Readings</p>
<p>Session 11 Thurs. Oct. 31 12-3 pm</p>	<p>Neuro-Education/Brain Compatible Teaching: <i>"Designing for Cognitive Learning"</i> Neuro-Education/Brain Research and the application to the classroom, Learning, Memory, Teaching Strategies, Foundation for Universal Design for Learning (Representation, Action & Expression), Teaching across the curriculum,</p>	<p>C – Handouts/ Readings</p>
<p>Session 12 Thurs. Nov. 7</p>	<p>Social Models of Instruction - Cooperative Learning in the Common Core Classroom <i>"Designing for Collaboration"</i></p>	<p>C – Handouts/ Readings</p>

12-3 pm	Partners in Learning/Cooperative Learning Approaches, Cooperative Structures, Classroom Organization <i>Slavin, Johnson & Johnson, Sharan, Kagan</i>	
Session 13 Thurs. Nov. 14 12-3 pm	Critical/Higher Level Thinking: 21 st Century Skills <i>"Designing for Critical Thinking"</i> Paradigms in Education, Foundations of Higher-Level Thinking, Critical Thinking for Common Core, Cultural Literacy, Harvard's Project Zero – Making Thinking Visible, Object Centered Thinking and DeBono's CORT Thinking, Questioning Strategies, Wait Time	C – Handouts/ Readings
Session 14 Thurs. Nov. 21 12-3 pm	Information Processing Models of Instruction – Inductive Reasoning Approaches <i>"Designing for Conceptual Understanding and for Creativity"</i> Inductive Thinking/Concept Formation, Concept Attainment, Synectics Demonstration Lessons	C – Handouts/ Readings
Session 15 Thurs. Dec. 5 12-3 pm	Information Processing Models of Instruction – Learning from Simulations <i>"Designing for Authentic Learning"</i> BAFA BAFA Cultural Simulation Explain Carousel Review Activity (Final Due Dec. 19) PHASE TWO UNIT DESIGN DUE (Dec. 15)	

Topics/Themes Descriptions

SESSIONS 1 & 2

Course Overview: Group Investigation and Introduction to Universal Design for Learning

Through the use of the Cooperative Learning Strategy/Group Investigation Model students become experts in an assigned area. Each area represents an important dimension in the course. The session serves as a framework for Universal Design for Learning.

SESSIONS 3 & 4

Lesson Design: Direct Instruction Overview “Fully Guided Instruction”

A starting point and foundation for instructional design is explicit teaching through a guided instruction approach. The first of these sessions begins with a professor led demonstration lesson that teaches students how to write Instructional/Performance Learning Objectives. The twin goals of this lesson are to experience a direct instruction lesson with a debriefing on the different components of the **UCLA/Madeline Hunter Clinical Teaching Model of Instruction**. This session also uses work from **Wiggins and McTighe's Understanding by Design** book to discuss planning for instruction using Backward Mapping and a group investigation activity that allows students to unpack and analyze the various components of the Clinical Lesson Plan. USC Professor, **Richard Clark's** research on Guided vs. Unguided Instruction is cited. Subsequently, students must begin designing lesson plans for the classroom and for unit

development. The Direct Instruction model presentations emphasize the new direction encouraged by the Common Core standards to infuse 21st Century skills such as Critical Thinking, Cooperative Learning, and Technology as opposed to the more didactic, scripted EDI approach.

SESSION 5:

Lesson Design: Incorporating Higher Level Thinking into Lesson Design through Bloom's Taxonomy and DOK

The session focuses on familiarizing the teacher candidates with Bloom's Taxonomy developed by **Benjamin Bloom** and the subsequent Depth of Knowledge (DOK) designed by **Norman Webb**. The emphasis in this session will be to give candidates an opportunity to achieve higher-level thinking in lesson design through their questions and lesson plan objectives. In particular **Lisa Carter's** approach to designing objectives using the Z chart method which is featured in her book **Total Instructional Alignment**.

SESSIONS 6 & 7

Classroom Management: Social Emotional Learning, Attention Continuum, Surface Management Techniques

With ESSA's (Every Student Succeeds Act) greater emphasis on nonacademic concepts and "whole child" issues comes a movement to create social-emotional learning standards. The first of these sessions is foundational and will reference and build on information from **Eric Erikson's** research on the Theory of Psychosocial Development. The nature of each stage and the developmental crises that occur at each stage of growth and how it impacts individuals is talked about. Other important ideas discussed are ego identity, self-concept, and ethnicity as it impacts self-concept. Teacher candidates will be exposed to alternative programs and approaches to work with and engage youth. The UDL principle of Engagement will also be discussed in relation to motivating students. Sessions 6 & 7 will focus specifically on Classroom Management, beginning with positive student engagement through the Attention Continuum. In addition, the sessions will explore how to maintain Momentum in the classroom through Provisioning and Overlapping strategies (**The Skillful Teacher, Saphier, et. al.**) Building on previous sessions the Teacher Candidates will incorporate specific management/engagement strategies within their lesson plans through video analysis, flash cards, scenarios, and role-playing vignettes.

SESSION 8:

Classroom Management Plan Workshop

SESSION 9:

Introduction to Assessment

Although assessment is embedded and demonstrated throughout the course, this session provides the foundation by providing information about the comprehensive nature of

assessment. The idea that assessment is more than testing and evaluation and allows us to understand the learner's needs more effectively. Some of the topics discussed are curricular alignment, formative and summative assessment, norm and criterion referenced tests, reliability & validity, authentic assessment and classroom assessment. Also covered are the accountability systems in California and at the Federal Level (ESSA) including the adoption of the Common Core Standards. A group investigation and data hunt activity allow students to consolidate their knowledge of important topics as they are assigned articles on informative assessment by **Carol Tomlinson**, rubrics and research from **Linda Darling Hammond** on International Assessment. Building on previous sessions the students will incorporate specific formative and summative assessment techniques within their lesson plans.

SESSION 10 & 11

Neuro-Education/Brain Compatible Teaching

The focus is on providing a foundation of understanding as it relates to the function of the brain and its connection to learning and cognitive processing (Neuro-education). Some of the major ideas are the function of neurons, synapses, neural networks, lobes of the brain, the role of attention in learning, and the Information Processing Model that includes sensory, working and long-term memory. The impact of emotion in learning (**Daniel Goleman**) is also discussed.

Howard Gardner's Multiple Intelligences is introduced with accompanying activities that allow students to identify their preferred intelligence. The brain research will also provide a foundation to begin introducing the fundamental principles of Universal Design for Learning first defined by Harvard's **David H. Rose**. This session will review many appropriate instructional strategies to use such as reciprocal teaching, storytelling, simulations, graphic organizers and projects.

Finally, a connection is made between some of these theories and interdisciplinary "across the curriculum" methodology.

SESSION 12

Social Family of Models: Cooperative Learning/Partners in Learning, Group Investigation

Although cooperative learning structures and activities are utilized throughout the semester, this session provides the foundation of understanding the power of social models and synergy in a social world. After becoming familiar with major researchers in this area such as **Slavin, Sharan, Johnson and Johnson and Kagan**, teacher candidates learn the difference between group work and cooperative learning. They begin to understand that cooperative learning is not so much learning to cooperate but cooperating to learn. Some of the major themes of cooperative learning are addressed such as improving academic achievement, race relations and the socialization of students. Some of the positive aspects of cooperative learning are shared such as higher achievement, motivation, communication skills and self-esteem.

Cooperative learning structures are experienced such as round table, corners, round robin, STAD, Jigsaw and Group Investigation. Cooperative Learning approaches are well supported by the Common Core standards with their emphasis on collaboration, social skills development and student-centered problem solving.

SESSION 13

Critical/Higher Level Thinking, Visible Thinking Routines

In this area we discuss the importance of understanding and incorporating critical and higher-level thinking in teaching as best practices in the 21st Century. A video on shifting paradigms by **Futurist - Joel Barker** provides the foundation for the discussion. The nature of thinking deeply about a topic or subject is experienced through critical thinking curriculum such as **Harvard' Project Zero Making Thinking Visible Program**, ie. *The Object of their Attention*, **Edward DeBono's CORT thinking**. Research articles are also examined and discussed in a Socratic manner to understand the thinking processes.

SESSION 14:

Information Processing Family of Models: Concept Formation, Concept Attainment, and Synectics a Creativity Model

A major emphasis in this course is the challenge of processing all the information students are bombarded with in the information-age. In these sessions we reconnect with the information processing memory model and share instructional models that exemplify effective ways to handle information. The models are foundational approaches that show how to teach for conceptual understanding through inductive thinking and inquiry. This is accomplished through demonstration lessons beginning with **Hilda Taba's** Inductive models of teaching such as Concept Formation and Concept Attainment. Teaching for creativity can be taught directly using **J.J. Gordon's** Synectics instructional model as teacher candidates experience an advanced brainstorming, writing, and cognitive processing approach to learning. One of the major shifts in Common Core is to focus on fewer standards but to process them more deeply. Prioritizing important information is a major goal of the Information Processing Instructional Models.

SESSION 15: Learning from Simulations and Role Playing - Performance/Authentic Assessment

The last session of the semester revisits the Behavioral Family of Models with the Learning from Simulations/Role Playing session where guest presenters implement a Cultural Simulation with a Social Justice focus. **Brent Folsom's** BAFA BAFA allows students to experience two generic cultures "Alpha" and "Beta". The simulation is an activity that permits teacher candidates to experience a new culture and explore their feelings of alienation when they try to mix with other cultures. The session debriefing includes discussion about the process and content of the session. On the one hand, simulations allow students to "live the curriculum" as conversation centers around two major topics Ethnocentrism and Cultural Relativism. The Simulation as an instructional approach is also discussed and simulation curriculum, websites, and materials will be shared.