OFFICIAL SYLLABUS

DISCIPLINE: EDUC
COURSE: 618

Catalog Entry
EDUC 618: Models of Teaching for Curriculum & Instruction.

Abbreviation: MODELS OF TCHG FOR C&I

Lecture (3).

Prerequisite: Graduate standing or instructor permission.

Course Description:
Provides teachers and teacher candidates with the knowledge and skills essential to designing instruction to enhance student learning. Engages teachers and teacher candidates in the study of a variety of research-based models of instruction. Student learning styles, needs of diverse learners, application of technology for enhancing student learning, and various methods of differentiating assessment and instruction will be examined.

Detailed Description of Content of Course
Designed to provide teacher candidates with the knowledge and skills essential to designing instruction to enhance student learning. The course focuses on four comprehensive families of teaching models: the Social family, the Information Processing family, the Personal family, and the Behavioral Systems family. Assumptions about the nature of teaching/learning, students’ role in the learning process, and the role of assessment implied within each of these models will be explored. Student learning styles, needs of diverse learners, application of technology for enhancing student learning, and various methods of differentiating assessment and instruction will be examined.

Detailed Description of Conduct of Course
Students will research the models of teaching included in this courses (the Social family, the Information Processing family, the Personal family, and the Behavioral Systems family); micro-teaching and demonstrations will be used to explore specific teaching methods and the most appropriate contexts for these teaching methods. Technology applications for supporting diverse learners will be examined. A variety of assignments will be used to assist students in refining their personal understanding of instructional models and learning styles. Group and individual tasks will be utilized as appropriate.

Goals and Objectives of the Course
Goals, objectives, and assignments in this course address the following NCATE Standard:
• NCATE Standard 1c – Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Goals, objectives, and assignments in this course address the following National Association for the Education of Young Children standards:
- NAEYC Standard 1c-Using Developmental knowledge to create learning environments
- NAEYC Standard 3a-Understanding assessment goals, benefits, and uses
- NAEYC Standard 4b-Using developmentally effective approaches
- NAEYC Standard 4d-Building meaningful curriculum

Goals, objectives, and assignments in this course address the following Association for Childhood Education (ACEI) standards:
- ACEI Standard 1.0 – Development, learning, and motivation
- ACEI Standard 3.1 – Integrating and applying knowledge for instruction
- ACEI Standard 3.2 – Adaptation to diverse students
- ACEI Standard 3.3 – Development of critical thinking and problem solving
- ACEI Standard 3.4 – Active engagement in learning
- ACEI Standard 4.0 – Assessment for instruction

Goals, objectives, and assignments in this course address the following National Middle School Association standards:
- Standard 1. Young Adolescent Development - middle school candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.
- Standard 3. Middle Level Curriculum and Assessment – middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.
- Standard 4. Middle Level Teaching Fields – middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents’ competence in subject matter and skills.
- Standard 5. Middle Level Instruction and Assessment – middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

Goals, objectives, and assignments in this course address the following National Council for the Social Studies pedagogical standards for initial licensure:
- Pedagogical Standard 2. Differences in learning styles
- Pedagogical Standard 3. Critical thinking, problem solving, and performance skills
- Pedagogical Standard 4. Active learning and motivation
- Pedagogical Standard 5. Inquiry, collaboration, and supportive classroom interaction
- Pedagogical Standard 6. Planning instruction
- Pedagogical Standard 7. Assessment

Goals, objectives, and assignments in this course address the Virginia Department of Education [VDOE] Teacher Licensure Standards:
- Virginia Department of Education Program Status Matrix – 2007 Early/Primary Prek-3 Education, Elementary Education, PreK-6, and Middle Education (Know and use
methods of improving communication between schools and families, ways of increasing family involvement in student learning at home and in school and the Standards of Learning (or Foundation Blocks for Early Learning) shall be included (VA D.O.E. – 8VAC20-542-80);

- Virginia Department of Education Program Status Matrix – 2007 Elementary Education PreK-6 (8VAC20-542-110 Virginia General Content)

**Having successfully completed this course, the student will develop the following skills and knowledge:**

1. Know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support students' development, acquisition of knowledge, and motivation (ACEI 1.0; NAEYC 1C; NMSA Standard 1; 8VAC20-542-290);

2. Know, understand, and use knowledge of various learning styles to design instruction. This includes researching various instructional models and identifying the learning styles supported by different instructional models, researching theorists associated with various instructional models and learning style theories, and determining the personal learning style preference of students (ACEI 1.0, 3.1, and 3.2; NAEYC 4b; NMSA Standards 1, 3, and 5; 8VAC20-542-290);

3. Demonstrate an ability to teach from various instructional models, and an understanding of strengths and limitations of each model (ACEI 3.2, 3.3, and 3.4; NAEYC 4b; NMSA Standard 5; 8VAC20-542-290);

4. Demonstrate technological proficiency in written assignments, instructional planning, and micro-teaching assignments; and

5. Ability to recognize and implement various methods of assessment appropriate to diverse learners within a given lesson (ACEI 4.0; NAEYC 3b; NMSA Standards 3 & 4; 8VAC20-542-290).

**Assessment Measures**

All instructors of this course will assess students using the following key tasks:

- Research, compare, and contrast different instructional models in order to develop and teach to the class an SOL-based lesson using an assigned model of teaching. Present to the class a PowerPoint detailing the history and research associated with that model.

- Use an appropriate technology application to create an outline or web detailing the concept of "good instruction."

Additionally, instructors may choose additional assessment measures from the following:

- Written responses to assigned case studies.
- Small group projects related to best-practices instruction
- Class participation in discussions and small group activities.
- A research paper related to course content.
- Mid-term and/or Final examination on course content.