



EDUCATION 130A: STUDENT DEVELOPMENT AND INSTRUCTIONAL DESIGN Fall 2013

Class Meeting Times: Mondays and Wednesdays from 8:55 a.m. - 10:05 a.m.
Classroom: Main Campus, Priscilla P. Hurd Academic Complex, Room 330

Instructor: Christie L. Gilson, Ph.D.

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Office: Priscilla P. Hurd Academic Complex, Room 318

Hours: Mondays 1:00 – 3:00 p.m. and Tuesdays and Thursdays 9:00 - 10:00 a.m.

The above office hours will also be posted on my office door in PPHAC 318.

Course Overview

The purpose of this course is to prepare you to understand, and to implement through instructional design, those concepts and principles that are central to young adolescent development. Although the instructor will lecture occasionally, most class sessions will have a discussion and activities format. The instructor welcomes questions about the material at any time, and encourages you to ask for clarification whenever you need it. Some of the material is difficult, and discussions are designed to clarify or illustrate principles and concepts. It is therefore important that the assigned material be read in advance of class.

Throughout the term we will discuss topics that are of immediate concern to teachers as well as of theoretical interest to researchers. In order to make the discussions more real to you, a field experience is built into the course. You will be placed in an elementary or secondary classroom as an assistant teacher for about four hours per week beginning the week of February 11. The cooperating teacher to whom you are assigned will maintain an attendance sheet. A minimum of 40 hours is required, but you are expected to attend at your scheduled time through the week of April 26 even if the 40-hour minimum is achieved. You must attend one of the two scheduled organizational meetings with the Education Department's Director of Field Experiences to complete questionnaires and receive information about this field experience. You cannot successfully complete the course without completing the forms at this informational meeting. The meetings will be held on Wednesday, January 16 at 5:00 PM in PPHAC 102, and on Thursday, January 17 at 11:45 AM in PPHAC 102. You will need to have the following clearances in order to begin the field experience: The State Police Criminal Record Check, The Federal Criminal History Record, The Child Abuse History Clearance, and a TB test. You can obtain the TB test at the College's Health Center.

COURSE OBJECTIVES

- Students will develop an integrated, thematic unit appropriate for middle level learners and within the students' major discipline.
- Students will discuss readings on the characteristics of a developmentally responsive middle level school.
- Students will understand the cognitive developmental theories of Jean Piaget and how the principles developed from these theories translate into instructional strategy.
- Students will know how to develop instructional activities consistent with constructivist approaches.
- Students will understand how to design differentiated instruction appropriate for an inclusionary middle level classroom.
- Students will examine strategies for teaching young adolescents with special needs.
- Students will understand Erikson's theory of psychosocial development and the issues related to the development of gender, racial, ethnic, and sexual identity.
- Students will examine the behavioral manifestations of internalizing and externalizing behavior disorders as they affect the young adolescent, including anxiety disorder, bullying, substance abuse, suicide, and school violence.
- Students will learn how to establish a healthy learning environment for middle level students including designing the physical environment, building respectful relationships and recognizing students with special needs.
- Students will learn how to create a classroom environment that fosters a "community of learners."
- Students will understand Bronfenbrenner's bio-ecological theory of development and the influence of the five systems on a young adolescent's development.
- Students will incorporate motivational principles into their instructional design.
- Students will learn effective classroom management strategies.
- Students will learn how to structure a classroom environment to maximize the probability that all students in that classroom can be legitimately successful.

Pennsylvania Department of Education Competencies

The Pennsylvania Department of Education lays out sets of competencies that all education students must meet, including competencies to teach in PreK-12 settings and specifically to teach students with disabilities and English language learners.

CANDIDATE COMPETENCIES from the PDE Framework for Grades 4-8 and 7-12 Program Guidelines as well as program guidelines designed for meeting the needs of English language learners and learners with disabilities form the foundation of this course. (Note: M refers to competencies in the 4-8 framework. ACC refers to competencies for accommodating/adapting for students with disabilities. ELL refers to PDE guidelines for teaching English language learners.)

STUDENTS ARE EXPECTED TO:

1. Recognize and implement the major concepts, principles, theories, and research related to adolescent cognitive, social, sexual, emotional, and moral development.
2. Design and implement strategies that encourage students' positive self-esteem, self-efficacy, and motivation.
3. Identify and respect the range of individual and cultural differences of all adolescents and the implications of those differences in teaching and learning.
4. Identify how the development of all adolescents occurs in the context of classrooms, families, peer groups, communities, and society.
5. Design and implement strategies that provide students with appropriate skills in making the transition from middle-level to high school, and then to full citizenship (work, college, military, etc.).
6. Incorporate knowledge of adolescent development into educating students in goals setting and decision-making.
7. Create and support learning environments that promote the healthy development of all adolescents.
8. Demonstrate effective adolescent behavior strategies for the classroom.

Required Textbooks

Brown, D. F. & Knowles, T. (2007) *What Every Middle School Teacher Should Know*. (2nd Ed.). Portsmouth, NH: Heinemann.

Wadsworth, B.J. (2004) *Piaget's Theory of Cognitive and Affective Development*. (5th Ed.) Boston: Pearson.

Weinstein, C.S. & Novodvorsky, I. (2011) *Middle and Secondary Classroom Management: Lessons from Research and Practice*. (4th Ed.) Boston: McGraw Hill

Field Component Statement:

Students registered for Education 130 must be simultaneously registered for the associated lab or field practicum. You must attend one of the two following meetings held by Ms. Modjadidi, Director of Field Experiences:

- August 28th, 2013 at 5:00 p.m. in PPHAC 102
- August 29th, 2013 at 11:45 a.m. in PPHAC 102

The purpose of the field experience is to provide students with appropriate classroom experiences in a developmental and sequential manner. All field experiences are directly related to coursework and must be successfully completed to pass the education course. Students are required to follow all the procedures and guidelines as outlined in the field experience handbooks, and course syllabi. Failure to accurately report attendance and performance will be considered a violation of academic honesty policy and will result in appropriate sanctions as outlined in the Student Handbook. The Director of Field Experiences is responsible for securing all field placements. Students will be placed in field experiences only when all required clearances documents are current and indicate "no record exists". Students are also required to have a negative result on a current tuberculosis test.

Course Goals/Learning Outcomes:

You are expected to spend four hours per week for a total of ten weeks in your field experiences between September 23rd and December 6th, 2013, even if the 40 hour minimum is achieved. An unexcused absence at your field experience will result in termination of the experience and a failing grade in this course. If you must miss a scheduled session at your school, due to illness or emergency, you must call your school and make sure a message gets to your cooperating teacher. You must also call Mrs. Modjadidi, Director of Field Experiences, at 610-861-1473.

During your field experiences, you will observe your cooperating teacher as she/he teaches, discuss teaching methods with your cooperating teacher, and have the opportunity to teach students yourself. Your conduct and dress must meet Moravian College standards. Your field experience should be viewed as an opportunity for you to demonstrate your professionalism to your cooperating teacher.

Attendance and Class Participation Policy

Group discussion and other collaborative, in-class activities constitute a significant part of this course. Because such activities are done only in class, student attendance is required. Poor attendance will negatively impact students' grades. A limited number of excused absences will be granted to students who notify the instructor before class that they will be absent and do one of the following:

- Bring the instructor a doctor's note verifying an illness for the day of the missed class.
- Ask the Health Center to email the instructor to verify that you went there to seek medical assistance.
- Notify the instructor of a serious illness or death in the immediate family. (The instructor will require an obituary or a note from a doctor.)
- Notify the instructor of a religious holiday that conflicts with the class date and time.
- Notify the instructor of a school-related activity that takes the student away from campus during the class meeting time. (This will require verification from the trip sponsor by email.)

Attendance means that the student is present in PPHAC 330 from 8:55-10:05 a.m. on Mondays and Wednesdays. The off-task use of cell phones and other electronic devices during class will result in an absence being recorded for that day. The student whose electronic device distracts others by making noise will be expected to sing a song identified by the class. Laptops may be used only for class work. Students are expected to remain alert during class and are asked to refrain from engaging in off-topic discussion with their peers except during break times.

Assignments

All assignments for this course should reflect the following criteria.

1. The assignment must represent your original work. I encourage you to reread Moravian College's academic honesty policy in the Student Handbook located at <http://www.moravian.edu/studentLife/handbook/>. The academic honesty policy will be followed in this course. Whenever you quote someone else or use an idea they came up with, you must cite their work properly to avoid plagiarism. All violations of academic honesty reported to the dean are shared with the Teacher Education Committee at the time a candidate's application for student teaching is being considered. In the past, such violations have prevented the committee from approving some candidates for student teaching.
2. All assignments will be turned in by uploading them to the server whose path is given below. Assignment templates have been provided for you; you are expected to use them. Compose your assignment in a word processor such as Microsoft Word or Pages. Save your assignments as Microsoft Word files. Carefully edit all assignments for content, grammar, and proper spelling.
3. Because all assignments will be uploaded to a server, rather than being turned in on hardcopy, the filename you use for your assignment is critically important. At the beginning of the course, you will download the templates for all assignments from the server. When a given assignment is due, you will write your assignment in the template you have previously downloaded and will upload it to the server.
4. Double space your assignment and use 12-point. Rather than manually using italics, bold, or underlining to title the various sections of your paper, use the heading levels within Word.
5. Upload your assignment to the server before the class date and time when it is due. Never delete your assignments from your personal computer, memory devices, or file storage until your final grade for the course has been given in December. Here is the path to the server:
Students\\X:\courses\2013Fall\educ130a\work\[your last name] You should see a folder name matching your last name.
6. Logical structure, well-organized prose, proper grammar usage, and correct spelling are expected in all assignments. Note that in accord with English writing conventions, a paragraph must consist of at least three sentences. Any student who is concerned about the content of her/his assignment may visit the instructor during office hours to receive preliminary feedback before the assignment due date. Alternatively, students are encouraged to visit the Writing Center for assistance with organizing assignment tasks.

Assignment Descriptions

Lesson Plan 1 (20 points)

The purpose of this assignment is for you to develop a detailed lesson plan for a class in the age group and certification area which you intend to teach. In preparing this first lesson plan, you will draw on Piaget's work. Your lesson plan will cover all components asked for in the framework given at the end of this syllabus. All class handouts, worksheets, assessment instruments, and other written materials you will provide to your students must be reproduced in the lesson plan you hand in. Any pictures, advance organizers, or graphs must be included as appendixes and must be fully described in text for your instructor.

Lesson Plan 2 (20 points)

The purpose of your second lesson plan is to apply the non-Piagetian theories of learning and education covered in this class to lesson plan development. You are also to demonstrate your ability to effectively

teach English-language learners or students with disabilities in this lesson. The content of this lesson may have tangential relation to your certification area, but the focus should be on encouraging participation by students whose needs require more of your attention than you may anticipate. Again, you will address all aspects of the lesson plan framework provided at the end of this syllabus.

Lesson Plan Presentation (10 points)

During this in-class, individual presentation you will choose your favorite of the two lesson plans you have submitted for this course to show to your peers. In 20 minutes or less, you will explain the lesson to your peers without relying on PowerPoint or other media presentation software. You may use such software to show lesson materials, handouts, worksheets, or assessment instruments, however. Your classmates will assess your lesson explanation using the same form that Moravian faculty use when assessing Moravian's student teachers. A discussion of your lesson will take place after your presentation.

Field Reflection 1 (5 points)

You will write a paper of at least three pages in length which focuses on the school and grade-level curriculum being implemented in your host classroom, your cooperating teacher's lessons, and your role in the classroom.

1. Discuss the overall curriculum used at the school and/or grade level. Does it seem developmentally appropriate in terms of Piaget's theory of intellectual development? Are the activities your cooperating teacher designs constructivist or more teacher-centered? How do you know? (List examples of activities implemented, materials used, and student formations).
2. How is the current emphasis on PDE common core standards and standardized testing affecting your classroom's curriculum or your cooperating teacher's instructional practices? Does your cooperating teacher see this emphasis as positive or negative? What are your own reflections regarding how state testing is implemented in the curriculum?
3. What are your responsibilities in your host classroom? What is your relationship with your students like? Have you had or will you have the opportunity to design and teach a lesson? If you are not as involved as you would like to be, what strategy will you use to become more fully involved?

Field Reflection 2 (5 points)

Use this opportunity to write a paper of at least three pages in length which discusses the kinds of learning challenges you are seeing in your host classroom and the strategies your cooperating teacher is using to correct and/or accommodate those challenges.

1. Discuss, with as much detail as you are able to obtain, the kinds of learning challenges you are witnessing in your host classroom, noting whether specific students have been formally diagnosed as having disabilities, whether or not Individual Educational Plans (IEP's) or 504 Plans have been developed for those students and, if so, describing the accommodations implemented in accordance with the IEP's or 504 Plans.

2. Are there any English language learners (ELL's) in your classroom? If so, what strategies does your co-operating teacher implement to meet those students' needs?
3. Describe any classroom management strategies that your cooperating teacher uses to manage her/his classroom. Discuss whether or not these strategies are effective.
4. Discuss management strategies that you think might be effective in your host environment providing specific support from research findings as reported in any of your three textbooks or in class discussions.
5. Discuss your personal experience with students with learning challenges in your host classroom, focusing on the effectiveness of strategies that you have used to keep students on task.

Thematic Unit Plan (25 points)

The purpose of this capstone project is for you to design an original unit plan based upon a theme you identify in class and in consultation with the instructor. The unit plan will cover two weeks of classroom instruction and should be as specific as possible. Your unit plan must contain the following elements:

- unit theme
- big idea
- essential questions for each day of the unit (at least 10 days)
- general and behavioral objectives for each essential question
- standards from the Pennsylvania Department of Education Standards-Aligned System website for each general objective
- daily outlines of procedures you will carry out to execute the unit plan
- formative and summative assessments for at least two of the objectives identified for each week of the unit plan

Co-operating Teacher's Evaluation (5 points)

Your co-operating teacher from your field placement will fill out an evaluation of your performance in her or his class. Their evaluation, along with the Director of Field Experiences' assessment of your professionalism, will comprise five percent of your grade in this course.

Pop Quizzes (10points)

Pop quizzes will be administered at random times throughout the semester. These quizzes will contain questions from assigned readings, in-class discussions and activities, and in-class student presentations. Therefore, students who miss class should obtain notes from their peers to study content they have missed. Students who are absent on pop quiz days will not be permitted to make up the quizzes they have missed.

Professionalism (up to 10 percent deducted from overall course grade)

As teachers, we are expected to behave in a professional manner at all times while in our respective work settings. In Education 130, Section A, your professionalism will be assessed using the following criteria.

Class Participation

A portion of the students' grade will be used to assess the quality of class participation. Students who consistently, thoughtfully, and respectfully contribute to class discussions, demonstrate knowledge of reading assignments, and actively write and edit in-class assignments will receive full credit for in-class participation. It is your responsibility to assertively participate in class discussions. Copeland (2005) believes that students should ask deep questions to ignite their understanding and to encourage their peers to think critically.

Guidelines for Evaluating Participation

(taken from Professor Virginia Sapiro and retrieved on July 10, 2012 from http://mendota.english.wisc.edu/~WAC/page.jsp?id=166&c_type=category&c_id=50)

Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.

Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

Non-Participant: This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air-time would be saved.

* Note: Professor Tyler obtained these guidelines from Professor Richard J. Murnane at the Harvard Graduate School of Education. Professor Murnane, in turn, learned of them from someone else. Although the original attribution for the guidelines has been lost, they continue to be so useful to so many.

[above text quoted from:

http://www.brown.edu/Departments/Italian_Studies/dweb/pedagogy/particip-assessm.shtml]

Respect for Others

Respectful interactions with others are essential. Being kind to other students who share their opinions during class, even if you do not agree with them, is expected. When discussing grades for individual assignments with the instructor, remaining respectful is appreciated. When emailing the instructor, do not just email attachments without explanations. Instead, explain what the purpose of the email is.

Class Attendance

Just as you will be expected to be on time and to stay until the day is over when teaching, you are expected to be in this class on time and to remain until class is over. Attendance will be evaluated by the instructor hearing your voice during in-class participation and by the turning in of periodic Quick Write assignments during the semester.

Cooperating Teacher Evaluation

The professionalism grade also reflects the evaluation of your Field Experience filled out by your co-operating teacher.

Late Work

Students who turn in work after the due date/time of any assignment are expected to explain the reason for the late assignment in an email to the instructor as soon as they know their assignment is to be late. Students are to notify the instructor of when they will turn in their assignment. The instructor will reduce the grade of the work turned in late; in deciding the amount of reduction, length of lateness, student communication with the instructor, and any other relevant factors will be considered. The instructor reserves the right to change the date by which late work must be turned in for students to receive partial credit.

Professionalism Assessment Checklist

Note: You will not earn points towards a professionalism grade in this course. Rather, up to 10 points of your overall course grade will be deducted, should any of the concerns explained above be problematic in your case.

Component	# of Points	Points Deducted
class participation and timeliness	3	
professional interaction with classmates, co-op, field director, and instructor	3	
co-operating teacher's evaluation	4	
total points	-10	

Assignment Point Distributions

Assignment	# of Points
Lesson Plan 1	20
Lesson Plan 2	20

Lesson Plan Presentation	10
Field Reflection 1	5
Field Reflection 2	5
Thematic Unit Plan	25
Pop Quizzes	10
Co-Operating Teacher's Evaluation	5
Professionalism	up to -10

Grading Scale

The total number of points a student can earn in the class is 100. The instructor reserves the right to use qualitative judgment when making determinations of grades for assignments and the final course grade.

94-100	A	Superior
90-93	A-	
87-89	B+	
84-86	B	More than
80-83	B-	
77-79	C+	
74-76	C	Basic knowledge
70-73	C-	
67-69	D+	
64-66	D	
60-63	D-	
0-59	F	

Accommodations

Day students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Comenius Center students who wish to disclose a disability and request accommodations for this course must contact Dr. Donna Smith, Dean of the Comenius Center, (610-861-1400; medgs01@moravian.edu).

The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.

TECHNOLOGY STATEMENT:

Integrated into all coursework are identified competencies in the use of technology. Technology will be used to enhance the learning experience, to address learning modalities, to model good teaching, and to increase content knowledge. Smart Board technology will be available to faculty and students. Students have access to web searches and library holdings through databases both on and off campus. Computer labs, MAC and PC, are available.

Note:

This syllabus and the following Class Schedule are subject to change.

CLASS SCHEDULE AND ASSIGNMENT DUE DATES

CLASS DATE	CLASS TOPIC	READINGS DUE	ASSIGNMENT(S) DUE
8/26/13		Syllabus	
8/28/13	Themes in Unit Planning	Intellectual Mileage from a Shoe: What Grows from Thematic Beginnings	
9/2/13	Labor Day; no class.		
9/4/13	Why Study Theories?	Wadsworth Introduction	
9/9/13	Piagetian Basics	Wadsworth Chap. 1	
9/11/13	No class.	Field Manual	Write and proofread your introduction letter to your co-operating teacher.
9/16/13	Intellectual Development	Wadsworth Chap. 2	
9/18/13	Sensory-Motor Development	Wadsworth Chap. 3	
9/23/13	Field begins.		
9/23/13	Pre-Operational Thought	Wadsworth Chap. 4	
9/25/13	Concrete Operations	Wadsworth Chap. 5	
9/30/13	Formal Operations	Wadsworth Chap. 6	Lesson Plan 1
10/2/13	Mid-term evaluations; Principles of Constructivism	Wadsworth Chap. 8	
10/7/13	Physical and Cognitive Growth of Adolescents	Brown & Knowles pp. 26-36	Reflection 1
10/9/13	Social, Emotional, and Moral Development	Brown & Knowles Chap. 3	
10/14/13	Fall Break; no class.		
10/16/13	Creating a Safe and Supportive Classroom	Brown & Knowles Chap. 5	
10/18/13	Fostering Caring and Respectful Relationships	Weinstein & Novodvorsky Chap. 3	
10/21/13	Assessment of Learning	Brown & Knowles Chap. 8	
10/23/13	Motivation	Weinstein & Novodvorsky Chap. 8	
10/28/13	Motivation Continued	Wadsworth pp. 150-153	
10/30/13	Welcoming Diverse Students	Weinstein & Novodvorsky Chap. 5	
11/4/13	The Art and Science of Learning	Brown & Knowles Chap. 7	
11/6/13	Modern Curriculum	Brown & Knowles Chap. 6	

11/11/13	Curriculum Applied	Brown & Knowles Chap. 9	
11/13/13	Behavior Management	Weinstein & Novodvorsky Chap. 4	
11/18/13	Challenging Behavior	Weinstein & Novodvorsky Chap. 12	
11/20/13	Violence Prevention	Weinstein & Novodvorsky Chap. 13	Lesson Plan 2
11/27/13	Thanksgiving Break		
11/29/13	Thanksgiving Break		
12/2/13	Peer-edits of Thematic Unit Plans		Reflection 2
12/4/13	Wrap-up; Course Evaluations		Thematic Unit Plan
12/6/13	Field Ends		

References

Wiggins, G. P. & McTighe, J. (2005). Understanding by design: Expanded (2nd ed). Upper Saddle, NJ: Association for Supervision and Curriculum Development.

General Education

US Department of Education - <http://www.ED.gov>

Pennsylvania Department of Education <http://www.pde.state.pa.us>

PDE Standards obtained from PDE SAS website – <http://www.pdesas.org/>

Learning Styles and Brain-Based Teaching and Learning Websites

Jensen Learning; Practical Teaching with the Brain in Mind - <http://teachingwiththebraininmind.com/>

Learning Survey - <http://www.berghuis.co.nz/abiator/lsi/lsitest2.html>

Index of Learning Styles <http://www2.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/ilsweb.html>

VARK Learning Style Inventory

<http://www.vark-learn.com/english/index.asp>

Accelerated Learning - What is my learning style?

http://www.acceleratedlearning.com/method/test_launch.html

Multiple Intelligences Inventory

<http://surfaquarium.com/MI/inventory.htm>

Chart Containing Visual, Aural, and Kinesthetic

<http://www.chaminade.org/inspire/learnstl.htm>

Discovering Your Learning Style

<http://www.sil.org/lingualinks/LangLern.html>

Explorations in Learning & Instruction: The Theory into Practice Database

Brief summaries of major learning and instructional theories:

<http://www.gwu.edu/~tip/>

Institute for Learning Styles Research (ILSR)**

Perceptual Modality Preference Survey

<http://www.learningstyles.org>

Keirsey Temperament Sorter and Temperament Theory**

<http://www.keirsey.com>

Learning Styles Resources for K-12 <http://falcon.jmu.edu/%7Eramseyil/learningstyles.htm>

TLC Teaching Tips http://www.tlc.eku.edu/tips/student_learning/

Fun-derstanding – great website with a wealth of information on Vygotsky, Piaget, Emotional Intelligence, and more! <http://www.funderstanding.com>

www.cast.org – Center for Universal Design for Learning

Erikson's Stages of Psychosocial Development <http://www.ship.edu/~cgboeree/erikson.html>

The Jean Piaget Society: www.piaget.org

Piaget's Stages of Cognitive Development

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/piaget.htm>

Temperament

Information about behavioral individuality in infants, children and adults

<http://www.temperament.com>

Vygotsky

A history of Lev Vygotsky and many links to other sites devoted to sociocultural theory.

http://en.wikipedia.org/wiki/Lev_Vygotsky

A Framework for Lesson Plans

I. Overview of the lesson:

- A. Date of lesson
- B. Expected length
- C. Your name
- D. Grade, discipline, and topic

II. Big Idea (major understanding): What is the larger idea associated with this lesson that transcends grade level?

III. Essential Questions: Questions that are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

IV. Pennsylvania State Standards/Eligible Content

V. General Objectives: Referred to as *concepts* on SAS/PDE website. Describe what students should know (key knowledge) as a result of this instruction specific to grade level.

VI. Behavioral Objectives: Referred to as *competencies* on the SAS/PDE website. Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.

VII. Instructional Materials

VIII. Vocabulary: Tier 3; words and language specific to the content area

IX. Instructional Procedures:

- A. Introduction
- B. Motivation
- C. Development
 - a. What does the teacher do?

- b. What do the students do?
- c. Does my procedure thoroughly describe the steps so that another teacher could replicate them?
- D. Strategies for diverse learners (e.g., ELL, Disabilities, 504 Plans, at-risk)
- E. Summary and Closure
- F. Assignment

X. Assessment:

A. Formative

- a. Describe the student products or performances you will look at and how they will be evaluated.
- b. What tools will be used to document student progress? Submit blank copies of these tools.

B. Summative – How will you assess whether or not the objectives were met?

XI. Reflection & Self-Evaluation:

- A. What worked?
- B. What did not work?
- C. How can the lesson be improved?

XII. Suggested Instructional Strategies – What instructional practices or strategies will be used?

W: How will you help your students to know where they are headed, why they are going there and what ways they will be evaluated along the way?

H: How will you hook and hold students' interest and enthusiasm through thought-provoking experiences at the beginning of each instructional episode?

E: What experiences will you provide to help students make their understandings real and equip all learners for success throughout your course or unit?

R: How will you cause students to reflect, revisit, revise, and rethink?

E: How will students express their understandings and engage in meaningful self-evaluation?

T: How will you tailor (differentiate) your instruction to address the unique strengths and needs of every learner?

O: How will you organize learning experiences so that students move from teacher-guided and concrete activities to independent application that emphasize growing conceptual understandings as opposed to superficial coverage?