

# Masters in Curriculum & Instruction National Standards Matrices

June 2014

EDCI 5340 Instructional Strategies for Effective Teaching  
Faye Bruun

InTASC Model Core Teaching Standards (April 2011)	Course Objectives	Course Assessment
<p><u>Standard #1: Learner Development</u>  <b>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</b></p>	<p>Examine key behaviors contributing to effective teaching.            Identify the helping behaviors related to effective teaching.            Explore comprehensive teaching practices used by effective teachers.            Explain how one will know if he/she is an effective teacher.            Formulate a definition of a reflective teacher.            Compare and contrast Differentiated Instruction and Adaptive Teaching.            Explain the teacher’s role in improving student learning.            Describe the importance of developing a broad understanding of the individual abilities each student brings to the classroom.            Identify various influences on individual learning.            Discover methods of promoting family–school partnerships in the classroom.            Define an effective question.            Describe the different types of questions.            Explain the question-asking sequence.            Formulate questions at different levels of cognitive complexity.            Develop knowledge and skills to promote inquiry and problem solving.              Define and use concept learning.            Define and use inquiry learning as a teaching strategy.            Define and use problem-based learning.            Use constructivist strategies while teaching higher order thinking.            Identify ways to promote the goals of concept learning, inquiry, and problem solving in a culturally diverse classroom.            Identify self-directed learning strategies that enable learners to use their imaginative and intuitive capacities.            Formulate strategies to get learners to accept responsibility for their own learning.            Determine strategies to help students to go beyond the content—to think critically, reason, and problem solve.            Find ways to engage students in project-based learning.            Discover ways to promote the goals of self-directed learning in inclusive and culturally diverse classrooms.</p>	<p>Chapter Tests            Discussion Boards            Reflective Journal            Pearson’s MyLab/Mastering Tools</p>

<p><u>Standard #2: Learning Differences</u>  <b>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</b></p>	<p>explain the benefits of teaching with technology  identify 21<sup>st</sup> century learning technologies and how they can be used in the classroom  discover how to promote higher order thinking with the use of technology  explain how to assess the effectiveness of technology</p> <p>Organize lesson content for direct instruction.  Reflect on how they can encourage learners to actively respond during direct instruction.  Determine how to use media and technology with direct instruction.</p> <p>Identify ways of promoting the goals of direct instruction in a culturally diverse classroom.</p> <p>Identify and develop plans for cooperative learning activities.  Identify roles to assign to members of cooperative groups.</p> <p>Develop ways to encourage and reward good group performance.  Identify and analyze collaborative skills that can be taught to learners.</p> <p>Consider ways to promote the goals of cooperative learning in a culturally diverse classroom.</p>	<p>Chapter Tests</p> <p>Discussion Boards</p> <p>Reflective Journal</p> <p>Pearson's MyLab/Mastering Tools</p>
--	--	--

<p style="text-align: center;"><u>Standard #3: Learning Environments</u></p> <p><b>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</b></p>	<p>Formulate a definition of a reflective teacher.  Compare and contrast Differentiated Instruction and Adaptive Teaching.  Explain the teacher’s role in improving student learning.  Describe the importance of developing a broad understanding of the individual abilities each student brings to the classroom.  Identify various influences on individual learning.</p> <p>Discover methods of promoting family–school partnerships in the classroom.  explain the benefits of teaching with technology  identify 21<sup>st</sup> century learning technologies and how they can be used in the classroom  discover how to promote higher order thinking with the use of technology  explain how to assess the effectiveness of technology</p> <p>Describe the different types of questions.  Explain the question-asking sequence.</p> <p>Formulate questions at different levels of cognitive complexity.  Develop knowledge and skills to promote inquiry and problem solving.  Define and use concept learning.</p> <p>Use constructivist strategies while teaching higher order thinking.  Identify ways to promote the goals of concept learning, inquiry, and problem solving in a culturally diverse classroom.</p> <p>Identify self-directed learning strategies that enable learners to use their imaginative and intuitive capacities.</p> <p>Formulate strategies to get learners to accept responsibility for their own learning.</p> <p>Determine strategies to help students to go beyond the content—to think critically, reason, and problem solve.</p> <p>Find ways to engage students in project-based learning.</p> <p>Discover ways to promote the goals of self-directed learning in inclusive and culturally diverse classrooms.</p> <p>Identify and develop plans for cooperative learning activities.  Identify roles to assign to members of cooperative groups.</p> <p>Develop ways to encourage and reward good group performance.  Identify and analyze collaborative skills that can be taught to learners.</p> <p>Consider ways to promote the goals of cooperative learning in a culturally diverse classroom.</p>	<p>Chapter Tests</p> <p>Discussion Boards</p> <p>Reflective Journal</p> <p>Pearson’s MyLab/Mastering Tools</p>
---	--	--

<p style="text-align: center;"><u>Standard #4: Content Knowledge</u></p> <p><b>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</b></p>	<p>Examine key behaviors contributing to effective teaching.</p> <p>Identify the helping behaviors related to effective teaching.</p> <p>Explore comprehensive teaching practices used by effective teachers.</p> <p>Explain how one will know if he/she is an effective teacher.</p> <p>Formulate a definition of a reflective teacher.</p> <p>Compare and contrast Differentiated Instruction and Adaptive Teaching.</p> <p>Explain the teacher’s role in improving student learning.</p> <p>Describe the importance of developing a broad understanding of the individual abilities each student brings to the classroom.</p> <p>Identify various influences on individual learning.</p> <p>Discover methods of promoting family–school partnerships in the classroom.</p> <p>Understand the relationship between Educational Goals and Educational Standards in today’s learning environment</p> <p>Analyze the purpose of behavioral objectives.</p> <p>Identify the purpose of incorporating behavioral objects into planning.</p> <p style="padding-left: 40px;">Classify behaviors related to types of cognitive, affective and psychomotor domains.</p> <p>Reflect on ways to incorporate higher-order thinking skills into lessons.</p> <p>Define the direct instruction model.</p> <p>Organize lesson content for direct instruction.</p> <p>Reflect on how they can encourage learners to actively respond during direct instruction.</p> <p>Determine how to use media and technology</p> <p>Apply the use of concept learning.</p> <p>Apply the use of inquiry learning as a teaching strategy.</p> <p>Apply the use of problem-based learning.</p> <p>Use constructivist strategies while teaching higher order thinking.</p> <p>Identify ways to promote the goals of concept learning, inquiry, and problem solving in a culturally diverse</p> <p>Identify self-directed learning strategies that enable learners to use their imaginative and intuitive capacities.</p> <p>Formulate strategies to get learners to accept responsibility for their own learning.</p> <p>Determine strategies to help students to go beyond the content—to think critically, reason, and problem solve.</p> <p>Find ways to engage students in project-based learning.</p> <p>Discover ways to promote the goals of self-directed learning in inclusive and culturally diverse classrooms.</p>	<p>Chapter Tests</p> <p>Discussion Boards</p> <p>Reflective Journal</p> <p>Pearson’s MyLab/Mastering Tools</p>
<p><b>Required Masters in Curriculum &amp; Instruction Courses: National Standards, Course Objectives, and Assessments</b></p>		

**Required Masters in Curriculum & Instruction Courses: National Standards, Course Objectives, and Assessments**

Identify and develop plans for cooperative learning activities.

Identify roles to assign to members of cooperative groups.

Develop ways to encourage and reward good group performance.

Identify and analyze collaborative skills that can be taught to learners.

Consider ways to promote the goals of cooperative learning in a culturally

diverse classroom.

<p style="text-align: center;"><u>Standard #5: Application of Content</u></p> <p><b>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</b></p>	<p>Understand the relationship between Educational Goals and Educational Standards in today's learning environment</p> <p>Analyze the purpose of behavioral objectives. Identify the purpose of incorporating behavioral objects into planning. behaviors related to types of cognitive, affective and psychomotor domains.</p> <p>Reflect on ways to incorporate higher-order thinking skills into lessons. Define an effective question.</p> <p>Describe the different types of questions. Explain the question-asking sequence.</p> <p>Formulate questions at different levels of cognitive complexity. Develop knowledge and skills to promote inquiry and problem solving. Define the direct instruction model.</p> <p>Organize lesson content for direct instruction. Reflect on how they can encourage learners to actively respond during direct instruction. Determine how to use media and technology with direct instruction. Identify ways of promoting the goals of direct instruction in a culturally diverse classroom.</p> <p>Use constructivist strategies while teaching higher order thinking. Identify ways to promote the goals of concept Identify self-directed learning strategies that enable learners to use their imaginative and intuitive capacities. Formulate strategies to get learners to accept responsibility for their own learning.</p> <p>Determine strategies to help students to go beyond the content—to think critically, reason, and problem solve. Find ways to engage students in project-based learning. Discover ways to promote the goals of self-directed learning in inclusive and culturally diverse classrooms. learning, inquiry, and problem solving in a culturally diverse classroom.</p> <p>Identify and develop plans for cooperative learning activities. Identify roles to assign to members of cooperative groups. Develop ways to encourage and reward good group performance. Identify and analyze collaborative skills that can be taught to learners. Consider ways to promote the goals of cooperative learning in a culturally diverse classroom.</p>	<p>Chapter Tests</p> <p>Discussion Boards</p> <p>Reflective Journal</p> <p>Pearson's MyLab/Mastering Tools</p>
---	--	--

<p><u>Standard #7: Planning for Instruction</u></p> <p><b>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</b></p>	<p>Understand the relationship between Educational Goals and Educational Standards in today's learning environment</p> <p>Analyze the purpose of behavioral objectives.</p> <p>Identify the purpose of incorporating behavioral objects into planning.</p> <p>Classify behaviors related to types of cognitive, affective and psychomotor domains.</p> <p>Reflect on ways to incorporate higher-order thinking skills into lessons.</p> <p>explain the benefits of teaching with technology</p> <p>identify 21<sup>st</sup> century learning technologies and how they can be used in the classroom</p> <p>discover how to promote higher order thinking with the use of technology</p> <p>explain how to assess the effectiveness of technology</p>	<p>Chapter Tests</p> <p>Discussion Boards</p> <p>Reflective Journal</p> <p>Pearson's MyLab/Mastering Tools</p>
---	--	--

<p style="text-align: center;"><u>Standard #8: Instructional Strategies</u></p> <p><b>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</b></p>	<p>Understand the relationship between Educational Goals and Educational Standards in today's learning environment</p> <p>Analyze the purpose of behavioral objectives. Identify the purpose of incorporating behavioral objects into planning.</p> <p>Classify behaviors related to types of cognitive, affective and psychomotor domains.</p> <p>Reflect on ways to incorporate higher-order thinking skills into lessons.</p> <p>Describe the different types of questions. Explain the question-asking sequence.</p> <p>Formulate questions at different levels of cognitive complexity. Develop knowledge and skills to promote inquiry and problem solving. Define the direct instruction model.</p> <p>Organize lesson content for direct instruction. Reflect on how they can encourage learners to actively respond during direct instruction. Determine how to use media and technology with direct instruction.</p> <p>Identify ways of promoting the goals of direct instruction in a culturally diverse classroom.</p> <p>Define and use concept learning.</p> <p>Define and use inquiry learning as a teaching strategy. Define and use problem-based learning.</p> <p>Use constructivist strategies while teaching higher order thinking.</p> <p>Identify ways to promote the goals of concept learning, inquiry, and problem solving in a culturally diverse classroom.</p> <p>Identify and develop plans for cooperative learning activities. Identify roles to assign to members of cooperative groups.</p> <p>Develop ways to encourage and reward good group performance. Identify and analyze collaborative skills that can be taught to learners.</p> <p>Consider ways to promote the goals of cooperative learning in a culturally diverse classroom.</p>	<p>Chapter Tests</p> <p>Discussion Boards</p> <p>Reflective Journal</p> <p>Pearson's MyLab/Mastering Tools</p> <p>Questioning Activity</p>
---	--	--



<p><u>Standard #9: Professional Learning and Ethical Practice</u></p> <p><b>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</b></p>	<p>Formulate a definition of a reflective teacher.          Compare and contrast Differentiated Instruction and Adaptive Teaching.          Explain the teacher’s role in improving student learning.          Describe the importance of developing a broad understanding of the individual abilities each student brings to the classroom.          Identify various influences on individual learning.          Discover methods of promoting family–school partnerships in the classroom.</p>	<p>Chapter Tests</p> <p>Discussion Boards</p> <p>Reflective Journal</p> <p>Pearson’s MyLab/Mastering Tools</p>
<p><u>Standard #10: Leadership and Collaboration</u></p> <p><b>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</b></p>	<p>Engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</p> <p>Use technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.</p> <p>Use and generate meaningful research on education issues and policies.</p>	<p>Chapter Tests</p> <p>Discussion Boards</p> <p>Reflective Journal</p> <p>Pearson’s MyLab/Mastering Tools</p>

EDCI 5362 Curriculum Theory  
Chase Young

InTASC Model Core Teaching Standards (April 2011)	Course Objectives	Course Assessment
<p><u>Standard #1: Learner Development</u>  <b>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</b></p>	<ul style="list-style-type: none"> <li>▪ To become more familiar with prominent curriculum theorists and their contributions</li> <li>▪ To explore historical and current approaches to curriculum development</li> <li>▪ To explore implementation, evaluation, and policy making aspects of curriculum</li> <li>▪ To describe and critique curriculum theory and instructional practice</li> <li>▪ To engage in reflective exploration of our experience of curriculum development</li> <li>▪ To articulate an understanding of how curriculum frameworks inform practice</li> </ul>	<p>Reflective Journals</p> <p>Curriculum Theorists paper</p> <p>Application Paper</p> <p>Class Participation/Presentations</p>
<p><u>Standard #2: Learning Differences</u>  <b>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</b></p>	<ul style="list-style-type: none"> <li>▪ To become more familiar with prominent curriculum theorists and their contributions</li> <li>▪ To explore historical and current approaches to curriculum development</li> <li>▪ To explore implementation, evaluation, and policy making aspects of curriculum</li> <li>▪ To describe and critique curriculum theory and instructional practice</li> <li>▪ To engage in reflective exploration of our experience of curriculum development</li> <li>▪ To articulate an understanding of how curriculum frameworks inform practice</li> </ul>	<p>Reflective Journals</p> <p>Application Paper</p> <p>Class Participation/Presentations</p>

<p align="center"><u>Standard #3: Learning Environments</u></p> <p><b>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</b></p>	<ul style="list-style-type: none"> <li>▪ To become more familiar with prominent curriculum theorists and their contributions</li> <li>▪ To explore historical and current approaches to curriculum development</li> <li>▪ To explore implementation, evaluation, and policy making aspects of curriculum</li> <li>▪ To describe and critique curriculum theory and instructional practice</li> <li>▪ To engage in reflective exploration of our experience of curriculum development</li> <li>▪ To articulate an understanding of how curriculum frameworks inform practice</li> </ul>	<p>Reflective Journals</p> <p>Application Paper</p> <p>Class Participation/Presentations</p>
<p align="center"><u>Standard #4: Content Knowledge</u></p> <p><b>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</b></p>	<ul style="list-style-type: none"> <li>▪ To become more familiar with prominent curriculum theorists and their contributions</li> <li>▪ To explore historical and current approaches to curriculum development</li> <li>▪ To explore implementation, evaluation, and policy making aspects of curriculum</li> <li>▪ To describe and critique curriculum theory and instructional practice</li> <li>▪ To engage in reflective exploration of our experience of curriculum development</li> <li>▪ To articulate an understanding of how curriculum frameworks inform practice</li> </ul>	<p>Reflective Journals</p> <p>Curriculum Theorists paper</p> <p>Application Paper</p> <p>Class Participation/Presentations</p>

<p align="center"><u>Standard #5: Application of Content</u></p> <p><b>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</b></p>	<ul style="list-style-type: none"> <li>▪ To become more familiar with prominent curriculum theorists and their contributions</li> <li>▪ To explore historical and current approaches to curriculum development</li> <li>▪ To explore implementation, evaluation, and policy making aspects of curriculum</li> <li>▪ To describe and critique curriculum theory and instructional practice</li> <li>▪ To engage in reflective exploration of our experience of curriculum development</li> <li>▪ To articulate an understanding of how curriculum frameworks inform practice</li> </ul>	<p>Reflective Journals</p> <p>Application Paper</p> <p>Class Participation/Presentations</p>
<p align="center"><u>Standard #7: Planning for Instruction</u></p> <p><b>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</b></p>	<ul style="list-style-type: none"> <li>▪ To become more familiar with prominent curriculum theorists and their contributions</li> <li>▪ To explore historical and current approaches to curriculum development</li> <li>▪ To explore implementation, evaluation, and policy making aspects of curriculum</li> <li>▪ To describe and critique curriculum theory and instructional practice</li> <li>▪ To engage in reflective exploration of our experience of curriculum development</li> <li>▪ To articulate an understanding of how curriculum frameworks inform practice</li> </ul>	<p>Reflective Journals</p> <p>Application Paper</p> <p>Class Participation/Presentations</p>

<p align="center"><u>Standard #8: Instructional Strategies</u></p> <p><b>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</b></p>	<ul style="list-style-type: none"> <li>▪ To become more familiar with prominent curriculum theorists and their contributions</li> <li>▪ To explore historical and current approaches to curriculum development</li> <li>▪ To explore implementation, evaluation, and policy making aspects of curriculum</li> <li>▪ To describe and critique curriculum theory and instructional practice</li> <li>▪ To engage in reflective exploration of our experience of curriculum development</li> <li>▪ To articulate an understanding of how curriculum frameworks inform practice</li> </ul>	<p>Reflective Journals</p> <p>Curriculum Theorists paper</p> <p>Application Paper</p> <p>Class Participation/Presentations</p>
<p align="center"><u>Standard #9: Professional Learning and Ethical Practice</u></p> <p><b>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</b></p>	<ul style="list-style-type: none"> <li>▪ To become more familiar with prominent curriculum theorists and their contributions</li> <li>▪ To explore historical and current approaches to curriculum development</li> <li>▪ To explore implementation, evaluation, and policy making aspects of curriculum</li> <li>▪ To describe and critique curriculum theory and instructional practice</li> <li>▪ To engage in reflective exploration of our experience of curriculum development</li> <li>▪ To articulate an understanding of how curriculum frameworks inform practice</li> </ul>	<p>Reflective Journals</p> <p>Curriculum Theorists paper</p> <p>Application Paper</p> <p>Class Participation/Presentations</p>

<p><u>Standard #10: Leadership and Collaboration</u></p> <p><b>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</b></p>	<ul style="list-style-type: none"> <li>▪ To become more familiar with prominent curriculum theorists and their contributions</li> <li>▪ To explore historical and current approaches to curriculum development</li> <li>▪ To explore implementation, evaluation, and policy making aspects of curriculum</li> <li>▪ To describe and critique curriculum theory and instructional practice</li> <li>▪ To engage in reflective exploration of our experience of curriculum development</li> <li>▪ To articulate an understanding of how curriculum frameworks inform practice</li> </ul>	<p>Reflective Journals</p> <p>Curriculum Theorists paper</p> <p>Application Paper</p> <p>Class Participation/Presentations</p>
---	--	--

READ 5369 Content Area Reading  
Sherrye Garrett

International Reading Association Standards	TExES Standards	Prog	Course Objectives	Course Assessment
1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.	N/A		<ul style="list-style-type: none"> <li>● Understand the content, curriculum, and pedagogy related to content literacy.</li> <li>● Identify and apply literacy strategies related to academic content areas.</li> </ul>	Expert Session Expert Paper Reading Next response
1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.			<ul style="list-style-type: none"> <li>● Understand the content, curriculum, and pedagogy related to content literacy.</li> <li>● Understand the characteristics of learners at different developmental levels as they relate to content literacy.</li> <li>● Identify and apply literacy strategies related to academic content areas.</li> </ul>	Expert Session Expert Paper Reading Next response

<p>2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]</p>			<ul style="list-style-type: none"> <li>● Understand the content, curriculum, and pedagogy related to content literacy.</li> <li>● Understand the characteristics of learners at different developmental levels as they relate to content literacy.</li> <li>● Identify and apply literacy strategies related to academic content areas.</li> </ul>	<p>Textbook comparison Expert Session Expert Paper Text set Reading Next response</p>
<p>2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. [McKenna and Stahl (2009) define <i>reading</i> as including word recognition, language comprehension, and strategic knowledge.</p>			<ul style="list-style-type: none"> <li>● Understand the content, curriculum, and pedagogy related to content literacy.</li> <li>● Identify and apply literacy strategies related to academic content areas.</li> </ul>	<p>Textbook comparison Historic fiction discussion Expert Session Expert Paper Text set Reading Next response Vocabulary analysis</p>
<p>2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.</p>			<ul style="list-style-type: none"> <li>● Understand the content, curriculum, and pedagogy related to content literacy.</li> <li>● Identify and apply literacy strategies related to academic content areas.</li> </ul>	<p>Textbook comparison Historic fiction discussion Text set Reading Next response</p>



<p>4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.</p>			<ul style="list-style-type: none"> <li>● Understand the content, curriculum, and pedagogy related to content literacy.</li> <li>● Understand the characteristics of learners at different developmental levels as they relate to content literacy.</li> <li>● Identify and apply literacy strategies related to academic content areas.</li> </ul>	<p>Textbook comparison  Historic fiction discussion  Expert Session  Expert Paper  Text set</p>
<p>5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.</p>			<ul style="list-style-type: none"> <li>● Understand the content, curriculum, and pedagogy related to content literacy.</li> <li>● Identify and apply literacy strategies related to academic content areas.</li> </ul>	<p>Expert Session  Expert Paper  Text set  Reading Next response</p>

InTASC Model Core Teaching Standards (April 2011)	Course Objectives	Course Assessment
<p><u>Standard #1: Learner Development</u> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>Identify an appropriate research question Develop a viable research design Collect and analyze research data Synthesize research and findings to create an effective presentation Produce a written report on research.</p>	<p>Timeline Assignments Class participation Oral presentation of project Complete research paper</p>
<p><u>Standard #2: Learning Differences</u> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>Identify an appropriate research question Develop a viable research design Collect and analyze research data Synthesize research and findings to create an effective presentation Produce a written report on research</p>	<p>Timeline Assignments Class participation Oral presentation of project Complete research paper</p>
<p><u>Standard #3: Learning Environments</u> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p>	<p>Identify an appropriate research question Develop a viable research design Collect and analyze research data Synthesize research and findings to create an effective presentation Produce a written report on research</p>	<p>Timeline Assignments Class participation Oral presentation of project Complete research paper</p>
<p><u>Standard #4: Content Knowledge</u> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>Identify an appropriate research question Develop a viable research design Collect and analyze research data Synthesize research and findings to create an effective presentation Produce a written report on research</p>	<p>Timeline Assignments Class participation Oral presentation of project Complete research paper</p>

<p><u>Standard #5: Application of Content</u></p> <p>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>Identify an appropriate research question          Develop a viable research design          Collect and analyze research data          Synthesize research and findings to create an effective presentation          Produce a written report on research</p>	<p>Timeline Assignments          Class participation          Oral presentation of project          Complete research paper</p>
<p><u>Standard #7: Planning for Instruction</u></p> <p>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Identify an appropriate research question          Develop a viable research design          Collect and analyze research data          Synthesize research and findings to create an effective presentation          Produce a written report on research</p>	<p>Timeline Assignments          Class participation          Oral presentation of project          Complete research paper</p>
<p><u>Standard #8: Instructional Strategies</u></p> <p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>Identify an appropriate research question          Develop a viable research design          Collect and analyze research data          Synthesize research and findings to create an effective presentation          Produce a written report on research</p>	<p>Timeline Assignments          Class participation          Oral presentation of project          Complete research paper</p>
<p><u>Standard #9: Professional Learning and Ethical Practice</u></p> <p>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Identify an appropriate research question          Develop a viable research design          Collect and analyze research data          Synthesize research and findings to create an effective presentation          Produce a written report on research</p>	<p>Timeline Assignments          Class participation          Oral presentation of project          Complete research paper</p>

<p><u>Standard #10: Leadership and Collaboration</u></p> <p>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>Identify an appropriate research question          Develop a viable research design          Collect and analyze research data          Synthesize research and findings to create an effective presentation          Produce a written report on research</p>	<p>Timeline Assignments          Class participation          Oral presentation of project          Complete research paper</p>
--	---	---