**EDTP 215-02: Foundations of Instruction** (3 credit hours)

**Fall 2020 Mondays 12:30-3:00 CEHD 232**

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**Office:** CEHD 286A

**Office Hours:** Mondays 3:30-5:30PM (Virtual – connect via Teams)

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In person by appointment

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##### Catalog Description

This course introduces pre-service teachers to the planning and preparation skills needed to be an effective classroom teacher. These skills include: identifying learning goals and objectives based upon standards-based curriculum; designing learning experiences with developmentally appropriate instructional strategies; creating a variety of assessments to gauge learning and motivate students to learn; managing a range of students, materials, and classroom activities to honor students’ diversity. Course is a prerequisite to Teacher Education.

**Course Purpose**

This course prepares the pre-service student to recognize and accommodate diverse learners through planning lessons, implementing instruction and assessing learning. Through the use of a variety of curricular and instructional strategies, students will gain knowledge and skills to design engaging standards-based lessons and assessments to serve as a foundation for the content-specific methods courses.

**Required Text**

Borich, Gary D. (2017). *Effective teaching methods: Research-based practice, 9th Edition*. Pearson.

Additional Readings located on Blackboard within the Content and Schedules tab.

**Student Learner Outcomes and Relevant Professional Standards Met by Course** The course will enable participants to address the following state and program standards:

|  |  |  |  |
| --- | --- | --- | --- |
| Standard | KY Standards (KTS) | InTASC  Standards | How standard is addressed in the course |
| Knowledge of Content | 1 | 4, 5 | Class activities; strategy notebook, lesson plans and instructional sequence |
| Designs/Plans Instruction | 2 | 7, 8 | Class readings & activities; strategy notebook, critical thinking checks, lesson plans and instructional sequence |
| Assesses and Communicates Learning Results | 5 | 6 | Class activities; lesson plans and instructional sequence |
| Implementation of Technology | 6 | 8 | Class activities; strategy notebook, lesson plans and instructional sequence |
| Reflects/ Evaluates Teaching/Learning | 7 | 9 | Class readings & activities, critical thinking checks, lesson plans and instructional sequence |
| Collaborates with Colleagues | 8 | 10 | Class activities; lesson plans and instructional sequence |
| Diversity | UofL  11 | 1, 2 | Class readings and activities; instructional strategies and lesson plans |

**Statement of meeting the Kentucky Common Core Standards**

Student work related to academic content for K-12 students is based on the Kentucky Core Academic Standards:

<https://education.ky.gov/curriculum/standards/kyacadstand/Pages/contentareasstandards.aspx>

**Course Objectives**

Upon successful completion of the course, the teacher student will be able to:

1. Identify a school and construct a contextual framework to develop an understanding of its diverse students and impact it has on designing instruction. (UL 11, InTASC 1, 2)
2. Demonstrate a clear understanding of the instructional thinking required to develop a lesson plan, instructional strategies, procedures, skills, and processes. (KTS 2, InTASC 7, 8)
3. Develop lesson plans, which targets state common core standards, aligning goals, objectives, assessments and instruction activities. (KTS 1, 6; InTASC 4, 5)
4. Develop relevant and measureable objectives for different groups of students (stated as student learning outcomes) that are aligned with standards, goals, assessments and instruction activities. (KTS 2; InTASC 7, 8)
5. Design different forms of formative and summative assessments to guide instruction and measure desired learning objectives. (KTS 2; InTASC 7, 8)
6. Construct varied research-based instructional strategies and activities that are aligned with learning objectives for groups of students, appropriate for the content of the lesson, and contribute to diverse student learning. (KTS 1; InTASC 4, 5)
7. Design lessons with instructional strategies and activities that incorporate the appropriate use of technology, to make content comprehensible, require multiple levels of learning, and encourage students’ development of critical thinking. (KTS 2, 7; InTASC 7, 8, 9)
8. Collaborate with peers to design instruction to enhance learning for diverse students. (KTS 8, InTASC 10)

**Conceptual Framework Summary**

The conceptual framework, Shaping Tomorrow: Ideas to Action, embodies a unified rationale for our diverse programs that includes three constructs: Inquiry, Action, and Advocacy. Under the construct of Inquiry, and through active engagement and skilled training in methods of rigorous Research, students develop the knowledge, skills, and dispositions to become Critical Thinkers. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but in communion with others, both within the university and in the world (Shulman, 2004). Under the construct of Action, and through continual Practice, students develop the knowledge, skills, and dispositions to become Problem Solvers in the community. They are encouraged to apply knowledge and change practice to solve real world problems. Under the construct of Advocacy, and through dedicated, committed Service to their peers, university, community, and world, students develop the knowledge, skills, and dispositions to become Professional Leaders. Our students are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

|  |  |  |  |
| --- | --- | --- | --- |
| Conceptual Framework Constructs | Inquiry | Action | Advocacy |
| Constructs as Learned and Applied | Research | Practice | Service |
| Constructs Reflected in Students | Critical Thinkers | Problem Solvers | Professional Leaders |
| Unit Dispositions Reflected in Students | Exhibits a disposition to inform practice through inquiry and reflection | Exhibits a disposition to improve practice through information, knowledge, and understanding | Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference |

**Relationship to Conceptual Framework**

Through inquiry, students research educational standards, lesson planning, instructional strategies, and assessment. They use critical thinking to evaluate the information learned in preparation for class discussion, learning activities, and instructional strategies activities/assignments, lesson planning, micro-teaching, and writing about their philosophy of teaching.

Students demonstrate action by putting knowledge and skills learned through inquiry into practice in multiple in-class activities, designing two lesson plans, micro-teaching, and planning effective instructional strategies. Students demonstrate their problem solving abilities when working alone and collaboratively to plan effective instruction and reconcile the varied elements of lesson planning, assessment, instructional strategies, and diversity.

They demonstrate advocacy and develop knowledge and skills they can use as professional leaders when learning about a variety of effective instructional strategies, and differentiation strategies, analyzing their equity and social justice implications, and designing lessons that meet the needs of diverse students

**Course Content**

Course Content are aligned with the Kentucky Framework for Teaching and the Kentucky Professional Growth Evaluation System (P.G.E.S.)

**Domain 1 Planning and Preparation**

* Standards-based curriculum
* Lesson plan design
* Sources of curriculum standards
* Goals and learning objectives
* Bloom’s Taxonomy
* Higher order cognitive, affective and psychomotor verbs for writing lesson objectives
* Assessing student learning
* Formative and Summative assessment
* Rubric development
* Lesson Congruence - Alignment of standards, objectives, assessment and instruction

**Domain 2 Classroom Environment**

**Domain 3 Instruction**

* Teacher-centered Instruction and Strategies
* Learner-centered Instruction and Strategies
* Differentiated instruction for diverse learners
* Critical Thinking
* Questioning strategies
* Addressing the needs of diverse learners: Accommodations for ELL, GT, ECE, children of poverty, etc.
* Multiple Intelligences

**Domain 4 Professional Responsibilities**

**Policy on Instructional Modifications**

|  |
| --- |
| Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications. |

**Title IX/Clery Act Notification**

Sexual misconduct (sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program 852-2663, Counseling Center 852-6585 and Campus Health Services 852-6479. To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University’s Title IX officer.

For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

**CEHD Diversity Statement**

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, military status, etc.) related to their chosen fields. Students will also have the opportunity to examine critically how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity. Class discussion will often address diversity topics and issues. Should you feel marginalized or uncomfortable by these conversations, please speak with the instructor as soon as possible.

**Face Coverings/Masks in Classrooms**

As a Community of Care, all Cardinals are expected to abide by public health guidelines and regulations as published by the University. For Fall 2020, this includes:

1. wearing of cloth/paper masks (covering nose and mouth) when in shared indoor spaces like classrooms, or when appropriate physical distancing cannot be maintained.
2. staying home when sick—any UofL community member experiencing fever, consistent dry cough, or other symptoms of contagious disease should remain at home until symptoms subside or advised that it is safe to return by a medical professional.
3. practicing good hygiene and responsibility for one’s own surrounding.
   1. Cover sneezes and coughs
   2. Wash hands frequently with soap and water when possible, use hand sanitizer when soap and water are not available
   3. Wipe down frequently touched surfaces
   4. Maintain 6 feet physical distancing when possible

Faculty have the responsibility to help students meet these recommendations by:

1. allowing for remote participation in class when necessary and practicable
2. allowing students absent for reason of illness to make up missed work and not penalize students for these absences
3. not requiring doctor’s notes for absences of less than the equivalent of two weeks of class. If the absences occur on the day of a scheduled assessment, the student may be asked to provide documentation for the absence.
4. Notifying Danny Cradic (daniel.cradic@louisville.edu) when classrooms are not adequately stocked with cleaning supplies and arranging classroom furniture or seating charts to maximize physical distancing where possible.

**EDTL Attendance Policy**

Goal: To establish a high level of professionalism for every teacher.

* Attendance is REQUIRED at each class session
* If you are absent, you will not receive full participation credit for the course.
* If you are absent, you must contact the instructor of the course, preferably prior to the class session. It is your responsibility to find out what you missed.
* You must be on time for class sessions. Repeated tardiness will also impact your participation credit.
* Absences and tardiness will be considered in assessing your dispositions.
* If you are absent TWICE from a course that meets once weekly, or THREE times in a course that meets twice weekly, you MUST initiate a meeting with the course instructor to determine whether you will still be able to pass the course with the acceptable grade required by your program and if you can devote the necessary time to the course.
* Extenuating situations will be considered on an individual basis.
* If you miss the course an additional time, the course instructor will schedule a meeting with you and the program director to complete a Communication of Concerns. This may impact your continuation in the program.
* You may be required to complete additional assignments to compensate for class sessions for which you were absent.  Even with these assignments, your participation credit may still be affected as described above.
* When you expect a prolonged absence (out more than a week), contact CEHD Teaching and Learning Staff 852-6431

**Technology Expectations**

Assignments are to be word-processed. Continuing and regular use of your UofL Email is expected. You are expected to check Blackboard for announcements and posting at least 24 hours prior to class. Hallmark assessments & others tasks identified in the syllabus must be posted to Foliotek.

**Blackboard Use:** Options such as discussion boards may not be used for non-course related communication or activities that would disrupt the proceedings or collegiality of the course. You should not state anything in an e-mail, discussion board, etc. that you would not be willing to state in class to the entire class with the professor present.

**Laptop Use& Handheld Devices:** If you have a laptop in class it may only be used for note-taking and accessing websites discussed in class, unless otherwise instructed. Turn off or silence all hand-held devices. It is expected that you will not use your handheld device to send or receive text messages during class. If you must take an emergency phone call, step outside of the classroom to use your phone. Unauthorized use of the laptop or handheld device in class will influence your disposition grade.

**Recordings:** Unauthorized recordings of class are prohibited.  Recordings that accommodate individual student needs must be approved in advance and may be used for personal use during the semester only; redistribution is prohibited.

**Microsoft Teams and Remote Class Meetings:** A Microsoft Team has been established for this course section. We will utilize Microsoft Teams to conduct all Remote (synchronous but virtual) classes. It is expected that all class members will keep their cameras on during the class. This will help to build a classroom community, and it will enable the instructor to observe visual cues as to comprehension and engagement.

**Foliotek Electronic Assessment System (EAS)**

This web-based system contains portfolios of courses and assessments based on requirements outlined on programs’ curriculum sheets. Faculty and students will use a Foliotek Single Sign On (SSO) link in Blackboard to log in to Foliotek. Students are associated with portfolios respective to the program(s) they pursue. Foliotek resources for you are located on the College’s website, [www.louisville.edu/education/foliotek](http://www.louisville.edu/education/foliotek) . These include step-by-step guides and videos. You can also access the “Resources” and “Help” areas in Foliotek to find information on getting support via telephone, live chat, and email. Several critical aspects of Foliotek that you need to know are listed below.

* You are not charged for the use of Foliotek.
* Faculty will create a Foliotek SSO link in your Blackboard course. The SSO links are the portals through which you will access the Foliotek system.
* You should click on the Foliotek SSO link for each course in which you are currently registered at least once during the semester. This first click will integrate Blackboard and Foliotek, associating you with your courses and instructors in Foliotek.
* After you have clicked on each SSO course link once, you can open your Foliotek-hosted courses from any current course listed in Blackboard to access portfolios, courses, and assignments.
* You can submit coursework in numerous formats, including Microsoft Word, Excel, PowerPoint, link(s), PDF files, video files, etc.
* If there is an issue with the system, you can click on “Resources” or the “Help” link to find appropriate resources.
* The “Help” menu offers directions for contacting Foliotek via email, live chat, or toll-free phone number.
* CEHD email and phone number for assistance with assignments are foliotek@louisville.edu or 502-852-1360.

**Academic Integrity and Dishonesty**

All contributions and assessments in this course, including any field placement requirements, will demonstrate academic integrity which means that submitted work is of high quality, is original, and represents a single submission, unless otherwise noted through explicit and appropriate citations.

“Academic dishonesty is prohibited at the University of Louisville…Academic dishonesty includes, but is not limited to, the following:

* Cheating
* Fabrication
* Falsification
* Multiple Submission [the same assignment should not be submitted for more than one course]
* Plagiarism
* Complicity in Academic Dishonesty” (UofL Code of Conduct, Section 5)

**Class Participation**

Your active participation in this class is crucial to its and your success.  Participation is not merely sitting in class.  Participation involves a combination of attendance, appropriate discussion, evidence of readings in discussion, completion of assignments on time, active listening, working in collaboration with colleagues, active engagement with materials, assessments of peer's work, contribution of materials to the class, and leadership behaviors.

**Grading Scale**

The candidate’s grade will be established by the percentage of the total possible points he or she earned in the semester. Points for each assignment will be posted in a Blackboard grade book – this, however, is not the official grade. Your final course grade will be posted to U-Link upon course completion.

Percentage Grade GPA

93-100 A 4.0

90-92 A- 3.7

87-89 B+ 3.3

83-86 B 3.0

80-82 B- 2.7

77-79 C+ 2.3

73-76 C 2.0

70-72 C- 1.7

60-69 D 1.0

0-59 F 0.0

**Course Completion**

An “I” grade will only be considered by the instructor for students with otherwise excellent attendance and only for documented circumstances of the greatest magnitude that are demonstrably unequivocally and unavoidable - usually hospitalization or immediate family tragedy. Students who find themselves in such a circumstance, should petition by e-mail – within 2 days of the event - explaining the circumstance. At that time a judgment will be made as to the merits of the petition, the kind of documentation to be submitted for verification will be explained, if necessary, and then the student will be informed of the required remedy.

**Assignments – Promptness and Quality**

Just as it would be unthinkable for you to tell your school principal that you are not prepared to teach, it should be unthinkable not to be prepared for class or not to submit your assignments on time. Assignments submitted to Blackboard and/or Foliotek are due by the date and time listed on this syllabus.

The quality (form and substance) of your submissions, as specified by the instructor, is a statement about you, your Professional Disposition, and aspirations. Every submission should be created as if it were to appear in a portfolio that you would submit for a job interview. All work must be typed (unless specified otherwise) in a font approximately this size, (11 or 12 pt. in Arial, Times Roman, or similar).

**Course Assignments**

|  |  |
| --- | --- |
| **Assignment**  (All assignments listed below to be **submitted on Blackboard**. The Social Studies Instructional Sequence and Social Studies Lesson Plan Are also submitted on Foliotek) | **Points Available** |
| **Professional Disposition & Class Participation** | 15 |
| **Critical Thinking Checks (5 @ 5pts ea.)**  CTC #1: 8/29 @ 11:59PM  CTC #2: 9/20 @ 11:59PM  CTC #3: 10/11 @ 11:59PM  CTC #4: 10/25 @ 11:59PM  CTC #5: 11/15 @ 11:59PM | 25 |
| **Children’s Literature Text Set**  9/25 @ 11:59PM | 10 |
| **ELA Abbreviated Lesson Plan**  10/23 @ 11:59PM | 10 |
| **Mathematics Abbreviated Lesson Plan**  11/20 @ 11:59PM | 10 |
| **Instructional Strategies Journal**  11/30 @ 11:59PM | 10 |
| **Social Studies Instructional Sequence & Full Lesson Plan**  12/7 @ 11:59PM | 20 |
| **TOTAL POINTS AVAILABLE** | **100** |

**Course Assignments Description**

**Professional Disposition & Class Participation**

You are expected to be an active participant in all class assignments, tasks, and discussions. Additionally, you are expected to be professional in all of your interactions. The participation and disposition grade will be based on the following criteria: attendance and full participation in all class task and discussions (including asynchronous on-line tasks); timely submission of all assignments; and professional interactions with colleagues and instructors.

**Critical Thinking Checks** (Individual Assignment)

The Critical Thinking Check (CTC) is an opportunity for you to express the most pertinent and meaningful thoughts you had while reading the assigned book chapter, journal article, or other assigned reading, and to record those thoughts, opinions, and questions you had in preparation for class discussion. Upon reflection, you will make connections between what you have read, thought about, discussed with your classmates, and make connections to self, another text or class, or to an educational experience you have had. **You will complete five (5) CTC during this course.**

**Due to Blackboard by 11:59PM on the following dates:**

**#1 – 8/30, #2 – 9/20, #3 – 10/12, #4 – 10/25, #5 – 11/15**

**Children’s Literature Text Set** (Individual Assignment)

You will create a text set of 5 trade books for children focusing on one interdisciplinary subject that can be used within multiple content areas. The trade books you select MUST meet the criteria of appropriate trade books outlined in class. Additionally, the books you select MUST include characters from diverse backgrounds, reflecting the diversity of students in public schools, without fostering a deficit perspective.

For each book you will complete the following tasks. 1) Write a 1 paragraph summary of the trade book. 2) Explain why you chose this book to include in the text set. 3) Identify the Kentucky content standards with which it most closely aligns. 4) Describe how you envision using the book to address the topic upon which the text set is built. 5) Describe how the book addresses diversity, specifically how diverse groups of students could relate to the characters/content of the trade book.

**Due to Blackboard by 11:59Pm on 9/25**

**ELA Abbreviated Lesson Plan** (Partner Assignment)

You and a partner will work collaboratively to design a **Reading or Writing** lesson plan using KDE Reading and Writing (ELA) Standards for a **1st grade class**. You will be assigned one of the three partnership elementary schools whose school-based data you will use to design your lesson.

**Due to Blackboard by 11:59 PM on 10/23**

**Mathematics Abbreviated Lesson Plan** (Partner Assignment)

You and/or a partner will design a **Mathematics** lesson plan using KDE Mathematics Standards for a **3rd grade class**. You will select either a rural or suburban elementary school in the Louisville metropolitan area (within KY) whose school-based data you will use to design your lesson.

**Due to Blackboard by 11:59PM on 11/20**

**Instructional Strategies Journal** (Individual Assignment)

Each student will produce a Blackboard Journal listing instructional strategies. Best practice strategies that are modeled, discussed, or read about may be entered into the journal as a resource. Journal entries must include: citation on where it was seen/heard/read, description of the strategy, justification on which type of student you believe this strategy would most benefit, and examples of how you might use this strategy in two (2) different content areas. Although students should make note of the many instructional strategies from this course, the readings, and other course, students will need to submit in their final presentation only five (5) strategies with the required information. **Two (2) strategies can be from class but the other three (3) strategies need to be from sources other than our class sessions (online or in-person) or the required readings.**

**Due to Blackboard by 11:59Pm on 11/30**

**Social Studies Instructional Sequence** (Partner Assignment)

**& Full Lesson Plan** (Individual Assignment)

Students will work in collaboration with a partner to design a three-lesson sequence of Social Studies content using the KDE Social **Studies Standards** for a **5th grade class**. Each student will independently design a full lesson plan of one the three lessons described in the Instructional Sequence. Please note: your lesson plan may NOT be the same plan as your partner. You will choose an elementary school in the Louisville metropolitan area whose school-based data you will use to design your lesson.

**Due to Blackboard AND Foliotek by 11:59PM on 12/7**

EDTP 215-02 ~ Foundations of Instruction ~ Fall 2020 Schedule

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **Group** | **Format** | **Topics** | **Readings** | **Due** |
| 1 | 8/17 | Whole | Remote  via Microsoft  Teams | Course Introduction  Syllabus Overview  Effective Teachers | Borich – Chapter 1 |  |
| 2 | 8/24 | A | Face:Face | Understanding your students  Culturally Relevant Teaching  Teaching with diversity in mind | Borich – Chapter 2  Boyd, Causey, & Galda. (2015). Culturally diverse literature. The Reading Teacher, 68(5), 378-387.  Dweck, C. (2015). Carol Dweck revisits the ‘growth mindset.’ Education Week, Vol. 35(5), 24.  Kozleski (2010). Culturally responsive teaching matters! Equity Alliance.  Shanahan & Shanahan. (2012). Does disciplinary literacy have a place in elementary school? The Reading Teacher, 67(8), 636-639. |  |
| B | Asynch. | Growth Mindset  MI Theory & Learning Styles  Disciplinary Literacy & Trade books |
| 3 | 8/31 | A | Asynch. | Growth Mindset  MI Theory & Learning Styles  Disciplinary Literacy & Trade books | Same as week 2 | CTC #1  due 8/30 by 11:59PM  (on BB) |
| B | Face:Face | Understanding your students  Culturally Relevant Teaching  Teaching with diversity in mind |
| 4 | 9/14 | Whole | Remote  via Microsoft  Teams | Goals, Standards, & Objectives  Unit Planning  Backward Design | Borich – Chapter 5  Borich – Chapter 6 (pg. 157-174)  McTighe & Wiggins. (2012). Understanding by design framework. |  |
| 5 | 9/21 | Whole | Remote  via Microsoft  Teams | Lesson Planning  Cooperative Learning | Borich – Chapter 6 (pg. 174-197)  Borich – Chapter 12 | CTC #2  Due 9/20 by 11:59PM  (on BB)  Children’s Literature Text Set  Due 9/25 by 11:59PM  (on BB) |
| 6 | 9/28 | A | Face:Face | Lesson Planning, Cont.  Assessment | Borich – Chapter 13  Borich – Chapter 8  McTighe & Wiggins. Essential Questions Opening Doors to Student Understanding Chapter Excerpt. | Draft of ELA Lesson Plan (A)  Due in class (hardcopy) |
| B | Asynch. | Questioning Strategies  Differentiation |
| 7 | 10/12 | A | Asynch. | Questioning Strategies  Differentiation | Same as week 6 | CTC #3  Due 10/11 by 11:59PM  (on BB)  Draft of ELA Lesson Plan (B)  Due in class (hardcopy) |
| B | Face:Face | Lesson Planning, Cont.  Assessment |
| 8 | 10/19 | Whole | Remote  via Microsoft  Teams | Direct Instruction  Guided Discovery | Borich – Chapter 9 | ELA Lesson Plan  Due 10/23 by 11:59PM  (on BB) |
| 9 | 10/26 | Whole | Remote  via Microsoft  Teams | Classroom Mgmt. Part 1 | Borich – Chapter 3 | CTC #4  Due 10/25 by 11:59PM  (on BB) |
| 10 | 11/2 | Whole | Remote  via Microsoft  Teams | Indirect Instruction | Borich – Chapter 10 | Draft of Math Lesson Plan  Due in class – available to share |
| 11 | 11/9 | Whole | Asynch. | Classroom Mgmt. Part 2 | Borich – Chapter 4 |  |
| 12 | 11/16 | A | Face:Face | Technology Integration | Borich – Chapter 7  Borich – Chapter 11  Rodgers. (January 19, 2018). The TPACK framework explained (with classroom examples). Schoology Exchange. <https://www.schoology.com/blog/tpack-framework-explained> | CTC #5  Due 11/15 by 11:59PM  (on BB)  Math Lesson Plan  Due 11/20 by 11:59PM  (on BB) |
|  |  | B | Asynch. | Self-Directed Learning |
| 13 | 11/23 | A | Asynch. | Self-Directed Learning | Same as week 12 | Draft of Social Studies Instructional Sequence  Due 11/22 by 11:59PM  (on BB) |
| B | Face:Face | Technology Integration |
| 14 | 11/30 | Whole | Remote  via Microsoft  Teams | Grading  Homework  Class Closing | Borich – Chapter 13 (pg. 394-395)  Vatterott. (2010). Five hallmarks of good homework. Educational Leadership. 68(1), 10-15.  Winger. (2009). Grading what matters. Educational Leadership. | Instructional Strategies Journal  Due 11/30 by 11:59PM  (on BB) |
| Final Exam Week |  | | | | | Social Studies Instructional Sequence & Social Studies Lesson Plan  Due 12/7 by 11:59PM  (on BB and Foliotek) |

KEY: Green = Whole Class Yellow = Group A Blue = Group B

**Face:Face** = on campus

**Remote** = whole-class synchronous meeting, but virtual on Microsoft Teams

**Asynch**. = asynchronous tasks/modules to be completed for participation credit

**Borich** = Borich, G.D. (2017). *Effective teaching methods: Research-based practice*. Pearson.

EDTP 215: Foundations of Instruction Course Syllabus

UNIVERSITY OF LOUISVILLE

Please review the syllabus, print this page, and return this page to instructor.

I have reviewed the syllabus for EDTP 215, Foundations of Instruction. The course requirements, class schedule, weightings of assignments and grading scale have been explained. I understand that I will demonstrate my learning through reading, participating in class activities, completing classroom extension and reflection assignments, and through the completion of the Hallmark Assessment.

NAME

SIGNATURE

DATE

Questions regarding the syllabus:

\_\_\_\_\_ I have no questions at this time.

\_\_\_\_\_ I have the following questions: