E: 2,4 I: 5,9

WILMINGTON UNIVERSITY DIVISION OF EDUCATION BASIC COURSE INFORMATION

COURSE NUMBER: EDC 413/MCT 6413

COURSE TITLE: METHODS II: Strategies for Effective Teaching in Career/Technical Programs

COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab	External Learning
35	5	0	0	70

College of Education Program Attributes

This course is critical to your training and pareation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the Collegeof Education Conceptual Framework As a result, you, as candidates, are expected to:

- x Master knowledgebased course content;
- x View yourself as a teacher and learner, deconstructing inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
- x Remain attentive to contextual and cultural sensitivity;
- x Engage in authentic participation, collegiality, and collaboration;
- x Embrace inquiry, analysis and reflection, including critical reflection and taking action on one's daily work;
- x Participate in an ongoig, developmental sequence of learning activities that support continuous improvement, experimentation and professional growth;
- x Become involved in learning experiences that are standards driven, and;
- Х

Activities/Assignments included in this syllabus comprisent inimum to be covered in this course. However, additional Program Competencies, Learning Outcomes, and Activities/Assignments may be added at the discretion of the faculty member.)

Competency#1: Create learning experiences that make content **mgfah**to students and reflect an understanding obre concepts and structure of education.

Learning Activities

1.1 Candidates will be able to plan and deliver lessons that make learning meaningful for students.

Candidate will:

1.1 Select a topic to research and presentation to a C & T class.

1.2 Explain the teaching strategies are not meaningful to the students.

Competency#7: Apply a variety of instructional approaches that promote student thinking, understanding, and application of knowledge

LearningActivities:

7.1 Candidates will be able to meet the developmentated diverse learning needs of the C & T students.

Candidateswill:

7.1 Prepare a lesson plansing the *Pathwise Lesson Plan* format that will increase a variety of instructional pproaches designed to meet the developmandal diverse learning needs of their students.

GRADUATION COMPETENCIES:

1.1 Speak with confidence, clarity, and conciseness. Research, prepare, and deliver professional presentations

Learning Activities Candidatesvill be able to research, prepare and verification presentations. Candidateswill:

Interview at least fourteachers about he Easy Guideofr Teachersbrochure. Ask for their ideas for items to be placed in the ochure about ffective teaching strategies and present this infimation to the class.

1.2 Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.

Learning Activities

Candidates will know how to write clearly concisely and appropriately using correctEnglish grammar, punctuation, usage, mechanics research structure, and

SCORING	UNSATISFACTORY	EMERGING	BASIC	PROFICIENT	DISTINGUISHED
ELEMENTS	1	2	3	4	5
Competency #7					
7.1 Understanding	The candidate was	The candidate was	The candidate was	The candidate was	The candidate was
of instructional	able to clearly define	able to clearly	able to clearly	able to clearly	able to clearly
strategies.	and describe and give	define and describe	e define and describe	e define and describe	define and describe
	examples o <u>fewer</u>	and give examples	and give examples	and give examples	and give examples
Score:	thantwo (2) of the five	of two of the five	of three of the five	of <u>four</u> of the five	of the following
	following instructional	following	following	following	five instructional
	strategi s : (a)	instructional	instructional	instructional	strategies(1)
	questioning, (b)	strategi s : (a)	strategies: (1)	strategies: (1)	questioning, (2)
	problem solving, (c)	questioning, (b)	questioning, (2)	questioning, (2)	problem solving, (3)
	discussion, (d)	problem solving,	problem solving,	problem solving,	discussion, (4)
	activation of prior	(c) discussion, (d)	(3) discussion, (4)	(3) discussion, (4)	activation of prior
	knowledge, and (e)	activation of prior	activation of prior	activation of prior	knowledge, and (5)
	student reflection on	knowledge, and (e)	. ,	knowledge, and (5)	student reflection on
	learning.	student reflection	student reflection	student reflection	learning.
		on learning.	on learning.	on learning.	
7.2 Understanding	The candidate	The candidate	The candidate	The candidate	The candidate
of relationship	demonstrated little or	demonstrated an	demonstrated an	demonstrated a hig	
between	no understanding of	emerging	acceptable level of	quality	superior
instructional	the relationship	understanding of	understanding of	understanding of	understanding of the
strategies,	between the following	•	the relationship	the relationship	relationship
assessment, and	three (3) elements of	between two (2) of	between all three	between all three	between all three
types of learning.	an effectively	the three (3)	(3) of the following	(3) of the following	(3) of the following
0	delivered lesson:	following elements	elements of an	elements of an	elements of an
Score:	instructional strategies		effectively	effectively	effectively
	assessment, and type		delivered lesson:	delivered lesson:	delivered lesson:
	of learning.	instructional	instructional	instructional	instructional
		strategies,	strategies,	strategies,	strategies,
		assessment, and	assessment and	assessment, and	assessment, and

Syllabus is sole property of Wilmington University.

		types of learning	types of learning.	types of learning.	types of learning
					(i.e. whole group,
					small group, hands
					on, writing, etc.).
7.3 Understanding	The candidate did not	The candidate	The candidate	The candidate	The candidate
of how instructional	demonstrate an	demonstrated a	demonstrated an	demonstrated a hig	hdemonstrated a
materials and	9	0	acceptable level of	quality	superior
technology enhance	einstructional materials	understanding of	understanding of	understanding of	understanding of
instruction.	(including technology)	how instructional	how instructional	how instructional	how instructional
	can be used to enhan	c e naterials (including	materials (including	materials (including	. υ
Score:	learning.	technology) can be	0,,	0,,	0,,
		used to enhance	used to enhance	used to enhance	used to enhance
		learning.	learning.	learning.	learning.

RUBRIC FOR PROGRAM COMPETENCY #1 – Content

PROGRAM COMPETENCY #1: Create experiences that make content meaningful to students and reflect an understanding of the core and structure of education.

Assignment: Select a topic to research and write method of presentation to a C & T class includingteenantiques and strategies.

SCORING	UNSATISFACTO	EMERGING	BASIC	PROFICIENT	DISTINGUISHED
ELEMENTS	RY	2	3	4	5
	1				
1.1 Understanding	The candidate	The candidate	The candidate	The candidate	The candidate
of the dynamic and	demonstrated	demonstrated a	demonstrated an	demonstrated a	demonstrated a
nature of the	little or no	limited level of	acceptable levebf	high quality of	superior
discipline content.	understanding of	understanding of	understanding of the	understading of the	understanding of the
	the dynamic and	the dynamic and	dynamic and complex	dynamic and	dynamic and complex

Score____ (Whole #'s only)

1.3 Understanding	The candidate	The candidate	The candidate	The candidate	The candidate
of relationship of	demonstrated an	demonstrated a	demonstrated an	demonstrated a	demonstrated a
the discipline to	inadequate levelof	limited level of	adequate level of	skillful level of	superior level of
other content area	understanding of	understanding of	understanding of the	understanding of the	understanding of the
	the relationship of	the relationship of	relationship of	relationship of	relationship of
	knowledge within	knowledge within	knowledge within the	knowledge within	knowledge within the
Score:	the discipline to	the discipline to	discipline to other	the discipline to	discipline to other
(Whole #'s	other content areas	other content areas	content areas and to	other content areas	content areas and to
only)	and to life	and to life	life applications by	and to life	life applications by
	applications by	applications by	providing <u>three</u>	applications by	providing <u>five</u>
	providing <u>less than</u>	providing <u>two</u>	examples of that	providing <u>four</u>	examples of that
	two examples of	examples of that	relationship.	examples of that	relationship.
	that relationshpi.	relationship.		relationship.	