Link to SL&L to the Program Theory will be housed at the top of your program on SL&L.

The course is structured to reflect the eight essential program attributes described in the College of Education Conceptual Framework found at
http://www.wilmu.edu/education/clinicalstudies/conceptframework.aspx

A. Model Standards for Teacher Licensing, Assessment and Development from The Interstate New Teacher Assessment and Support Consortium (2021) by the Council of Chief State School Officers. The standards are located at the website https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers

Assignments will be scored using performance-based assessments.

The student has demonstrated a quality of work and accomplishments far beyond the normal requirements and shows originality of thought and mastery of material.

To receive an A in this course, the candidate must earn a total of a 95%.

showing a clearer indication of initiative, comprehension of material, and the ability to work with concepts.

The student has met the formal requirements and has demonstrated comprehension of the material and the ability to work with concepts.

obtain and complete assignments on the due dates. Late assignments are not accepted. Due to the nature of a seven-week course and to ensure that all candidates are provided with equal learning experience opportunities, late assignments cannot be accepted without good reason, prior approval, and evidence. Again, without a justifiable reason and evidence, instructors do not accept late assignments.

dates. Candidates who register and enter the course on the drop/add date have four

Weekly Schedule

The teacher understands how children learn 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.

Learning Activities/Performance Tasks:
Week 1. Evaluate Pipeline Lesson
Week 2. Aligning a Design Challenge with Multiple Sets of Standards

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.

Learning Activities/Performance Tasks:
Week 3-5. STEM-Infused Lesson Plan with a Design Challenge
Week 5. Technology for Collaboration or Product Development Discussion

The teacher understands and uses multiple methods of assessment to engage learners in

decision making.

Learning Activities/Performance Tasks:
Week 3-5. STEM-Infused Lesson Plan with a Design Challenge
Week 4. Assessing STEM Discussion Board

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.

Learning Activities/Performance Tasks:
Week 2. Aligning a Design Challenge with Multiple Sets of Standards
Week 2. Rigorous and Measureable Objectives Discussion Board
Week 3-5. STEM-Infused Lesson Plan with a Design Challenge
Week 7. Thingiverse Design Challenge Discussion Board

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.

Learning Activities/Performance Tasks:
       Week 3-5. STEM-Infused Lesson Plan with a Design Challenge
       Week 3. Three Approaches to STEM-Infusion Discussion Board

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, and other professionals in the community), and adapts practice to meet the needs of each learner.

Learning Activities/Performance Tasks:
       Week 1. Self-Analysis of Growth Mindset
       Week 6. TinkerCAD Models
       Week 6. Sharing Technology Screencast Discussion Board

The teacher seeks appropriate leaderships roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession

Learning Activities/Performance Tasks:
       Week 7. Digital Media Leader of Change

CeCRAM/Structured External assignments that measure program competencies for this course must be uploaded into E-Folio (SL&L). Failure to upload the assignment will automatically result in a failing score for that assignment.

> PROGRAM COMPETENCY Standard 3. Learning Environment
> PROGRAM COMPETENCY Standard 6. Assessment
> PROGRAM COMPETENCY Standard 7. Planning for Instruction
> PROGRAM COMPETENCY Standard 8. Instructional Strategies
> PROGRAM COMPETENCY Standard 9. Professional Learning and Ethical Practice
> PROGRAM COMPETENCY Standard 10. Leadership and Collaboration

You will submit two assignments in SL&L for the I Collciificbtype:TQq0.00000912 0 612 792 reW*nBT/F1

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Criteria	

Digital Media Leader of Change: A digital media infographic/flyer that demonstrates

learning opportunities for stakeholders.

The   assignment is introduced and submitted during Week 7.

This assignment is worth a total of 10 points and is DUE at the end of Week 7.

Digital Media Leader of Change SEA Rubric

Scoring Elements	Emerging (3.5)	Beginning (4.0)	Developing (4.2)	Proficient (4.5)	Transformative (5)
Professional Learning 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, and other professionals in the community), and adapts practice to meet the needs of each learner.	The digital product shows that the educator implements a best practice.	The digital product shows that the educator is interested in understanding new practices that benefit students.	The digital product shows that the educator gathers ideas to share with others about professional learning.	The digital product shows that the educator engages in professional learning and shares ideas with others.	The digital product shows that the educator

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In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward to obtain and complete assignments on the due dates. Students who register and enter the course on the drop/add date have four days

Bottom of Form

Battelle for Kids. (n.d.). P21 partnership for 21st century learning. Retrieved January 18,

2021 from https://www.battelleforkids.org/networks/p21

Council of Chief State School Officers. (2021). InTASC model core teaching standards and

learning progressions for teachers 1.0: A resource for ongoing teacher development.

Retrieved January 18, 2021 from https://ccsso.org/resource-library/intasc-model-

core-teaching-standards-and-learning-progressions-teachers-10

Next Generation Science Standards. (n.d.). The three dimensions of science learning.

Retrieved January 18, 2021 from https://www.nextgenscience.org/

Reagan, M.T. (2016).   Corwin: Thousand Oaks, CA.

[APA Manual], 2020, 7th

edition, 7th printing.
Purdue OWL: APA Formatting and Style Guide

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