Branch: Credential
Course Number and Name: EDTE 365B: Fundamentals of Teaching, B
1. Completed Course Proposal Form (Form A) (attached)
2. Instructional Activities: See below
3. Required/recommended course readings and activities (see below)

Course Outline

EDTE 365B: Fundamentals of Teaching, B

This course is the second part of 2-part sequence that will expand on the relationship between elements of teaching and instructional organization to effectively teach in culturally and linguistically diverse and inclusive secondary classrooms through the use of backwards design, Universal Design for Learning, differentiated instruction and assessment. The focus will be grounded in a Social Justice/Multicultural paradigm. Emphasis will include students’ development as a teacher, curriculum development, long- and short-term planning, specific theories for instructional practice and assessment. At the conclusion of this course candidates are expected to successfully complete assignments consistent with designing effective instruction and utilization of assessment data to determine next steps in instruction.

Expected Outcomes

1. Candidates will continue to examine and apply principles of understanding by design, complex instruction, and related theories to the work of creating contextualized lesson and unit plans that accommodate all of the TPEs. (Standard 3; 6)

2. Candidates will expand on their capacity and disposition to revise and refine lesson and unit plans in order to differentiate learning activities for English Language Learners and Special Needs students, including management of first- and second-languages. (Standard 13; 14)

3. Candidate will continue to develop skills to socially integrate students who are English Language Learners of diverse cultural backgrounds to build on the funds of knowledge and interests that students bring with them. (Standard 12d)

4. Candidates will continue to develop and articulate a variety of teaching strategies and explain the theoretical basis of the theories. (Standard XX)

5. Candidates will continue to develop the ability to ‘size up’ the teaching and learning context, create standards-based lesson and unit plans that accommodate the teaching and learning context, create assessment plans within these lesson and unit plans. (Standards 15-18)

6. Candidates will expand on their capacity to describe short and long-range instructional schemata and illustrate how they are applied by giving their own examples and by explaining how the schemata are appropriate for particular groups of learners. (Standard 3; 4; 5; 13; 14)

7. Candidates will continue to apply assessment and evaluation concepts and strategies by analyzing student work and proposing next steps of instruction. (Standard XX)

8. Candidates will expand on their examination of their own pedagogical beliefs through reflection, analysis, and discussion in order to make informed decisions about teaching and learning. (Standard 4c)
9. Candidates will continue to examine their own stated and implied beliefs, attitudes, and expectations about diverse students and schools. (Standard 5e)

10. Candidates will continue to develop knowledge of first and second language acquisition, including knowledge of the ELA and ELD Standards, and apply concepts in their instructional planning through a range of instructional strategies appropriate for English Language Learners (Standard 13f). (Standard 13d)

11. Candidates will expand on their knowledge of the influences of family background and experiences on cognitive processes and styles and apply that knowledge to their instructional planning (Standard 13h)

Assessments

- Assessment task
- Reflective analysis on instructional methods and strategies
- Annotated journals based on class readings
- Reflective analysis of philosophy and social justice paradigm
- Classroom Discussions

Sample Course Activities

Instructional activities include discussions, lectures, fieldwork, and individual and group presentations. In addition students will be required to:

1. Develop formative/summative assessments that outline the criteria utilized to determine students understanding of specific subject matter concepts. Candidates will engage in peer review experiences to 1) explain how assessments align to student outcomes found in unit/lesson plans and 2) receive feedback with respect to strengths and areas to improve upon regarding assessments.

2. Engage in an assessment task that asks candidates to analyze data obtained from implemented formative/summative assessments. Based on identified patterns of strengths and areas to improve upon candidates will outline next steps for instruction and offer an explanation, grounded in the literature, regarding the latter.

3. Write a reflective analysis paper that explicitly demonstrates how a candidates teaching philosophy/pedagogy is grounded in a social justice paradigm. More specifically, candidates will describe how their knowledge, skills, and disposition reflect the latter paradigm. Candidates will be asked to cite relevant scholarship and reference course work/classroom field experience to support response.

Required/Recommended Readings:

Examples include:


