

ISSUES IN TEACHING METHODOLOGY
COLLEGE OF NOTRE DAME OF MARYLAND
SYLLABUS – EDU 588-50
FALL 2007

DATE	ACTIVITY	ASSIGNMENTS
Sept. 5	<ul style="list-style-type: none"> • Class Expectations – Course Organizer Journal Questions and Exemplar • Participant Needs Assessment • Climate, Organization, Discipline 	<ul style="list-style-type: none"> • Complete Journal Reflection #1 based on one course question. • Bring to class one county curriculum guide (one for which you will write a long-range plan).
Sept. 12	<ul style="list-style-type: none"> • Stresses and Successes • Long-range Planning and Essential Content • Voluntary State Curriculum (VSC) 	<ul style="list-style-type: none"> • Complete Journal Reflection #2 based on a course question. • Read <i>Classroom Instruction That Works</i> Chapter 12. • Bring lesson planning templates. • Bring a current/future unit guide.
Sept. 19	<ul style="list-style-type: none"> • Stresses and Successes • Classroom Teacher Observation Form • Elements of an Effective Lesson and Lesson Planning • Instructional Technology Maryellen Brogan, Technology Resource Specialist Kyle Rickansrud, Instructional Coordinator for Educational Technology 	<ul style="list-style-type: none"> • Complete Journal Reflection #3 based on a course question. • Bring <i>Instruction for All Students</i>.
Sept. 26	<ul style="list-style-type: none"> • Elements of an Effective Lesson and Lesson Planning • Active Learning Structures • Practical Application 	<ul style="list-style-type: none"> • Complete Journal Reflection #4 based on a course question(s). • Discuss with Building Coordinator where your school is in terms of Inclusive Education. • Bring Flash IEP for all students in a class or 504 plan or Student Success Plan or class roster.
Oct. 3	<ul style="list-style-type: none"> • Meeting the Needs of Diverse Learners • Differentiation for Special Education Students Linda Alexander, Melissa LaCotti and Kim Matthews, Special Education Consulting Teachers 	<ul style="list-style-type: none"> • Complete Journal Reflection #5 based on a course question(s). • Read <i>Classroom Instruction That Works</i> Chapters 7 and 10.
Oct. 10	<ul style="list-style-type: none"> • Meeting the Needs of Diverse Learners • Differentiation – Higher Order Thinking and Multiple Intelligences 	<ul style="list-style-type: none"> • Complete Journal Reflection #6 based on a course question(s). • Read <i>Classroom Instruction That Works</i> Chapters 8 and 9.

(Over)

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Oct. 17	<ul style="list-style-type: none"> • Using Formative Assessment to Adjust Instruction • Monitoring Progress • Sharing Data with Students Stacey Rakaczky, Program Facilitator for Performance Excellence • Providing Appropriate Feedback 	<ul style="list-style-type: none"> • Complete Journal Reflection #7 based on a course question(s). • Read <i>You Have to Go to School: You're the Teacher</i> Chapters 8, 14, 15.
Oct. 24	<ul style="list-style-type: none"> • Professional Relationships • Communication • Professional Article Review 	<ul style="list-style-type: none"> • Complete Journal Reflection #8 based on a course question(s). • Review <i>Classroom Instruction That Works</i> Chapter 12.
Nov. 7	<ul style="list-style-type: none"> • Examining Best Instructional Practices • Professional Article Review 	<ul style="list-style-type: none"> • Complete Journal Reflection #9 based on a course question(s).
Nov. 14	<ul style="list-style-type: none"> • Professionalism and Professional Ethics • Your Professional Future Robert Davis, Executive Director for Human Resources • Professional Development Five-Year Plan 	<ul style="list-style-type: none"> • Complete Journal Reflection #10 based on a course question(s).
Nov. 28	<ul style="list-style-type: none"> • OUT-OF-CLASS • Final Project Development (3 hours) 	<ul style="list-style-type: none"> • Complete project outline.
Dec. 5	<ul style="list-style-type: none"> • Final Project Presentations – Strategies from <i>Classroom Instruction That Works</i> 	