

Instructional Syllabus

Course Information

ED 315 and ED 315S

Teaching Learning and Assessment 6 credits

Tuesdays 8:10-11:00am

Instructor: Mindy Kramer

Email: mindy.kramer@alverno.edu

Office: CO 101

Office Hours: before or after class

Course site: <https://moodle.alverno.edu>

Required materials:

- Backwards Planning: Building Enduring Understanding Through Instructional Design by Harriet Isecke **Publisher:** Shell Education; 1st edition **ISBN-10:** 9781425806330
- Case Studies on Diversity and Social Justice Education by Paul Gorski and Seema Pothini **Publisher:** Routledge; 2nd edition **ISBN-10:** 081537500X

Course Description

Continuing to implement various instructional models and strategies, ED 315/ED 315S students will demonstrate their ability to apply the teacher education outcomes of conceptualization, diagnosis, coordination, communication, and integrative interaction and the Wisconsin Teacher Standards in a professional learning situation. Students will provide instructional assistance as well as plan, teach and assess learning experiences. In addition, students will reflect on strategies and techniques in lesson design, classroom management and instructional delivery as it applies to their field placements. ED 315 students will be in their field placement for 230 hours over the course of the



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semester. This assumes three full days per week. ED 315S will be in their field placement for 156 hours over the course of the semester. This assumes two full days per week. Students will also critically examine and develop responses to issues in K12 education, including race, gender identity, language, socioeconomic status, immigration status, religion, and disability. We will have high expectations of ourselves and strive to meet them, because the stakes are high: We want to be the educators that our present and future students *deserve*.

Course Outcomes

- Consistently apply the abilities of an effective teacher: Conceptualization, Diagnosis, Coordination, Communication and Integrative Interaction. (Alverno Outcomes of the Education Majors)
- Accurately integrate theory with practice in a classroom setting.
- Consistently and effectively demonstrate sensitivity and respect for individual differences, especially cultural and socioeconomic identities.
- Thoughtfully analyze the role you play in the school setting in relationship to the students and their families, your cooperating teacher, other teachers, and the administration.
- Create, deliver, and assess developmentally appropriate learning experiences that meet the needs of diverse students
- Design developmentally appropriate, differentiated assessments that measure the learning outcomes
- Accurately analyze assessment data and use the findings to plan learning experiences and/or refine teaching practices.
- Provide effective feedback that aligns with the learning outcomes and informs student's understanding of their achievement.
- Demonstrate effective collaboration with cooperating teacher, teaching staff and family/community members.

Course Validations for Ability Levels

Outcomes of the Education Majors and all of the Wisconsin Teacher Standards

Contacting Your Instructor



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Email: mindy.kramer@alverno.edu

Expect a response within 24 hours unless over the weekend

Course Expectations

Assignment Submissions

All major course assignments and projects will be submitted to livetext

Feedback

Feedback will be provided via livetext

Attendance

Synchronous teaching: Because learning is socially constructed, attendance and active participation in scheduled classes whether taught in person on campus or synchronously online is expected. In the event of rare, unavoidable absences, it is the student's responsibility to notify the course faculty via email prior to class start time. The instructor will work with the student to assess eligibility for completing evidence of learning missed during the course session. Failure to make progress toward demonstrating course learning outcomes in a timely manner may lead to an unsatisfactory progress code in the course.

Assignments/Assessments

All assigned readings and writing assignments must be completed satisfactorily. All information about assignments is included in the moodle.

- **Readings and related assignments:** All reading assignments and related work is in the moodle classroom.
- **Case Studies:** You will respond to case studies from the text.
- **Field Placement:** You are to report to your field placement each week at the time agreed upon with your cooperating teacher. If, due to illness or an emergency, you cannot be there at the designated time, excuse yourself by calling the principal or cooperating teacher as soon as possible on the day of your absence and make arrangements to make up the time. **Please also notify me and your supervisor via email. This is especially important if your absence is on an observation day.**
- **Lessons:** Plan, teach, and self-assess at least two lessons per week starting your second week in the placement, for a minimum of 20 lessons. For ED 315, **teach in at least three subject areas.** The more lessons that you teach, the more prepared you



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will be for student teaching. Talk with your cooperating teacher about teaching more than twice a week. When you are planning your lessons, consider these things.

- Whole group or small group? Try to teach some of each.
 - How will your planning and teaching be informed by the students cultural background, prior knowledge, classroom context for learning, learning needs, primary language, and individual characteristics?
 - What adaptations will you need to make to meet learning needs? Note these on your plans and then reflect on how well they worked.
 - How will you differentiate within the class? Note differentiation strategies on your plans and reflect on how well they worked.
 - Will you be able to use technology in your lessons?
 - How will you assess student learning, using both formative and summative assessment strategies?
 - Will your lessons be taught virtually?
 - The college supervisor will observe lessons taught by the student. If the observation does not meet criteria for validation, the supervisor may observe one (1) additional lesson. **Success in ED 315 requires that you demonstrate proficiency.** Provide a copy of the lesson to your supervisor at least 24 hours before you teach it.
 - Each lesson plan must be approved by the cooperating teacher prior to teaching the lesson. It is your responsibility to work out a process or schedule for this approval process that is convenient for the teacher. Each time you teach, request observation feedback from your CT and ask for it after the lesson so that you may incorporate it into your reflection. Your CT will give you feedback on LiveText at least twice during the semester.
 - You will upload evidence from the formally observed lessons with your lesson plan, self-assessment of the lesson and your cooperating teacher's feedback, if applicable, to LiveText. The supervisor will up-load the observation feedback.
- **Observations:** All observations should be submitted to LiveText with the lesson plan that you used, the completed observation form by your supervisor, the completed observation form by your cooperating teacher (if applicable), and your self assessment. Remember that your supervisor has many students to observe. It is very important to schedule your observations right away.
 - **Unit** Plan and teach at least one mini unit, focused on science, social studies, or mathematics (3-5 consecutive lessons)
 - a. include differentiated instruction/assessment



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- b. include adaptations (if applicable)
 - c. collect and analyze data
 - d. provide effective feedback
 - e. reflective self-assessment of teaching
 - d. video tape all the lessons from your mini unit, if possible
- **Final Project:** Complete all parts of the Final Project template: context, planning, instruction, assessment.

College Resources

The following resources may be useful to you:

- [Student Handbook 2022-23](#)
 - [Replace with current year's handbook.] Contains policies and procedures for Alverno students as well as the Alverno Code of Conduct and community standards. Please note technology use and copyright policies.
- [Alverno College Fall 2022 Campus Guidelines](#)
 - [Replace with current semester guidelines.] COVID-19 guidelines for the college including course delivery mode, vaccination requirements, masking policies, and exposure protocols. [Remove this section if not relevant.]
- [Technology Services](#)
 - Includes information about the Computer Center as well as links to Alverno technology-related resources.
- [Academic Support Services/Instructional Services](#)
 - Provides information about the Communication Resource Center, the Soref Resource Center, tutoring, and study groups.
- [Accessibility Services](#)
 - Outlines the process for requesting disability accommodations and includes contact information for the Coordinator for Student Accessibility.
- Food Pantry
 - Alverno Food Pantry: available to all registered Alverno students for in-person shopping in the pantry, Founders Hall G62. Access via stairs/elevator by the Café and go to the basement. Email foodpantry@alverno.edu for information or questions.



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Library Resources [test links each semester] [Remove this section if not relevant.]

Alverno College Library provides access to over two million print and digital materials as well as free [InterLibrary Loan](#) (ILL) services for requesting materials from other institutions. All Alverno students have free access to academic databases, ebooks, newspapers, and more.

Librarians provide one-on-one research help in person, via [email](#), and through a [chat](#) service. If you need in-depth research assistance, contact [your subject liaison](#) to set up a 30- to 60-minute research consultation.

Some useful research guides created by librarians include:

- [Getting Started with Research](#)
- [How to Cite in APA 7](#)
- [How to Use Information Ethically and Legally](#)

Counseling and Health Services

As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down or depressed, or loss of motivation. Counseling & Health Services is here to help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by contacting Meg Gledl, Director of Counseling & Health Services at 414-382-6119 or meg.pledl@alverno.edu. 24 hour emergency help is also available through the 24/7 National Suicide Prevention Lifeline at 1-800-273-TALK or suicidepreventionlifeline.org or by texting STEVE to the Textline at 741741.

Additional [Wellness Resources](#)

counseling, Contains a directory of Alverno and Milwaukee-area resources for medical care, and Title IX issues.

Title IX Protection from Harassment/Discrimination and Accommodations Based on Pregnancy

Under Title IX, students have the right to an educational experience free from discrimination and harassment based on their gender, gender identity, or sexual orientation. This includes the right to continue education activities regardless of pregnancy, childbirth, or pregnancy termination-related conditions. This includes school sponsored internships, clinics, lab work, athletics and extracurricular activities. Harassment or intimidation because of a pregnancy-related condition is sex discrimination in violation of Title IX and is illegal. [Link to Title IX Policy](#)

To report any harassment, contact:

Title IX Coordinator



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Jason Pilarski, Director for Campus Safety
Founders Hall, Room 254
(414) 382 - 6151
jason.pilarski@alverno.edu

Title IX Deputy Coordinator for Students
Rachel Haos, Assistant Dean of Students
rachel.haos@alverno.edu
(414) 382-6006

Title IX Deputy Coordinator for Employees
Director of Human Resources
(414) 382-6420

Students impacted by pregnancy-related conditions may be eligible for the same accommodations given to students with other temporary disabilities. To make inquiries and request these types of accommodations, contact the Student Accessibility Coordinator who will engage in an interactive discussion with the student, instructor, and other necessary personnel regarding this request. Once a decision on the request is reached, notification to the student, instructors, and necessary personnel will be made in writing. You can contact Colleen Barnett, Student Accessibility Coordinator at (414)-382-6026 or colleen.barnett@Alverno.edu.

Bias Incident Response

Alverno College continuously works to provide an environment that is free from discrimination, harassment, and intolerance. For more information on how to report a bias incident, please visit the [Bias Incident Report Link](#).