

# Minnesota State University Moorhead

## STL 380: Models of Teaching and Assessment

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 0

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites:

STL 325 - Principles of Inclusive and Responsive Teaching: Technology Emphasis

Corequisites: None

MnTC Goals: None

Teacher candidates will learn how assessment and instruction are tied together in providing appropriate instruction based on student need. Models of teaching will be studied and lesson plans will be developed using a variety of instructional models. Candidates will be introduced to principles and methods of effective and appropriate assessment that apply to children grades K-6 and across multiple subject areas. Additionally, in this course, the candidate continues to develop an understanding of how students learn and how students develop intellectually, socially, and emotionally via differentiation and classroom environment supports. Candidates will continue to consider the need for adapting instruction to meet individualized learning needs.

**B. COURSE EFFECTIVE DATES:** 01/01/2019 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Teaching models
2. Assessment and student data
3. Planning for and adapting to instruction

**D. LEARNING OUTCOMES (General)**

1. Use a student's strengths as a basis for growth, and a student's errors as opportunities for learning.
2. Assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains.
3. Understand Minnesota's graduate standards and how to implement them.
4. Design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests.
5. Use multiple teaching and learning strategies to engage students in active learning opportunities that promote development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.
6. Monitor and adjust strategies in response to learner feedback.
7. Vary the instructional process to address the content and purposes of instruction and the needs of students.
8. Know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated.
9. Understand how participation supports commitment.
10. Engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choice in their learning, and leading students to ask questions and pursue problems that are meaningful to them and their learning.
11. Organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.
12. Know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learning understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to ask questions.
13. Understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals.
14. Plan instruction using contextual considerations that bridge curriculum and student experiences.
15. Plan instructional programs that accommodate individual student learning styles and performance modes.
16. Create short-range and long-range plans that are linked to student needs and performance.
17. Implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired.
18. Evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning.
19. Be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501.
20. Understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced, and norm-reference instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work.
21. Understand the purpose of and differences between assessment and evaluation.
22. Understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns.
23. Select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
24. Use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities.

25. Use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests.
26. Use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies.
27. Implement students self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning.
28. Evaluate the effect of class activities on both individuals and the class as a whole using instruction gained through observation of classroom interactions, questioning, and analysis of student work.
29. Monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals.
30. Establish and maintain student records of work and performance.
31. Responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues.
32. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
33. Understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self assessment.
34. Use evidence-based instruction, knowledge of subject matter, grade-level standards, task analysis, and student performance data to sequence instruction and accelerate the rate of learning.
35. Apply systematic procedures for compiling and using data for the purposes of continuous progress-monitoring, modification of instruction, and program and school wide improvement.
36. Cultivate professional relationships that encourage peer observation, coaching, and systems for giving and receiving feedback from colleagues to enhance student instruction and program outcomes.
37. Understand and apply the research base for and best practices of kindergarten and elementary level education.

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted