

## 1.0 Graduate Credit - ONLINE

### ED 589: Effective Instructional Planning and Preparation

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Course Credit: 1.0 graduate credits

Dates & Times: Online: This 15-hour online, asynchronous course, divided into 10 modules. The student must spend a minimum of 1.5 to 2 hours per week over 10 weeks to complete this course.

#### COURSE DESCRIPTION:

Aligned to: Danielson Domains 1 and 2, Marzano Domains 2 and 3

Strong knowledge of content and pedagogy requires on-going research, reflection and classroom practices informed by what the data says about our students. This course offers working knowledge of current and best instructional planning and design processes. On-going preparation of coherent instruction includes reflection, alignment, high student outcomes, research and resources, and inter-disciplinary pedagogical strategies – all of which are examined and practiced with in this e-course. In addition to knowing when and how to communicate this knowledge to students and stakeholders, participants will gain familiarity with effective and discipline-specific pedagogical approaches that further understanding *of* and *for* students.

#### STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

- Give examples of age-appropriate and cultural understanding of students through research and reflection.
- Predict and prepare for setting high instructional outcomes for students by understanding their needs.
- Develop working familiarity and practice with resources that aid in the planning of coherent instruction.

#### TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

##### **Required Text:**

- EngageNY. (2012). Common Core shifts. Retrieved from <http://www.engageny.org>
- Guskey, T. R. (Ed., 2009). Practical solutions for serious problems in standards-based grading. Thousand Oaks, CA: Corwin Press.

## 1.0 Graduate Credit - ONLINE

- Marzano, R.J. (2007). The art and science of teaching: A comprehensive framework for effective instruction. Princeton, NJ: ASCD.
- Stiggins, R. What a difference a word makes: Assessment FOR learning rather than assessment OF learning helps students succeed. National Staff Development Council. Vol. 27 (1). Winter, 2006.
- Venables, D. (2011). The practice of authentic PLCs. Thousand Oaks: CA. Corwin Press.

### Recommended Reading:

- Bambrick-Santoyo, (2010). Driven by Data: A Practical Guide to Improve Instruction. San Francisco, CA: Jossey-Bass.
- Danielson, C. (2013). The framework for teaching evaluation instrument. Princeton, NJ: The Danielson Group.
- McMillan, J. H. (2008). Assessment essentials for standards-based education (2nd ed.). Thousand Oaks, CA: Corwin Press.

### COURSE REQUIREMENTS:

Students will have 10 weeks to complete each course, after which time they will be un-enrolled. If you need an extension, please email the instructor. Complete one module at a time. This is a 15-hour course. Each module will take approximately 1.5 to 2 hours to complete, give or take with some less and some more, to constitute 15 full instructional hours. The system will auto-check the course components when the requirements have been met. Requirements include reading lectures, viewing video, and responding to discussion prompts or scenario prompts. Keep in mind that:

- Some course elements are optional such as grade-band video and resources, in which case you can toggle over the check box and self-check to keep a record of your progress.
- Certificates of Completion will be made available in the final module once all assignments are submitted, participation and hours requirements met.

### In order to receive a Passing grade, the participant must complete the following course requirements:

- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met, with a passing grade issued by the instructor.

### GRADE DISTRIBUTION AND SCALE:

#### Grade Distribution:

Discussion Forums, Scenario Responses	30%
lessons and/or activities	20%

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Lesson and/or unit Plans 50%

### **Grade Scale:**

Grading will be Pass/Fail: A minimum score of 80% will be required to pass.