



University of Memphis College of Education

College of Education  
The University of Memphis  
Instruction & Curriculum Leadership  
ICL 7059  
Models of Instruction  
Fall 2009  
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## College of Education Norms

**I take 100% responsibility.**  
**I seek equity of voice.**  
**I am willing to talk about sensitive issues.**  
**I listen for understanding.**  
**I appreciate the strengths and contributions of others.**  
**I bring positive energy and encouragement to the team.**  
**I commit to the mission of the college.**

**Professor:** Dr. Mary Ransdell, [mransdll@memphis.edu](mailto:mransdll@memphis.edu), 678-4848, Office: 108 Millington Center  
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**Course Description: ICL 7059- Models of Instruction.** This course provides theoretical knowledge that can be applied in various subject areas and levels of learning. The content and methodology of the course provides background for specialized methods courses.

**Text(s):** Burden, P.R. & Byrd, D. M. (2010). Methods for effective teaching (5th ed.). Boston: Allyn and Bacon.

**ICL Department Attendance Policy:** For classes that meet once a week: Attendance is required. At the 2nd unexcused absence 5 points are deducted from your final grade. At the 3rd unexcused absence the student receives an automatic “F” in the course. Arrival at class late or leaving early twice equals one absence.

**All cell phones should be turned off during class. Childcare should be arranged in advance because children in class can be disruptive to other students.**

**Evaluation and Grading Policies:** Students will be evaluated in terms of successful completion of the learning activities, assignments and projects. Everyone is expected to participate during class time during discussions and work on group projects. Clear criteria for success will be given for each assignment. Exemplary work is expected with no grammatical or spelling errors. **25% may be deducted from an assignment for each day that it is late. You may email assignments to me if you will be tardy or absent.**

**Course Objectives:**

1. Determine learning outcomes for cognitive, affective and psychomotor objectives for different curriculum areas and populations of various ages for schools.
2. Application of different inquiry models such as inquiry training, inductive thinking, concept attainment and creativity.
3. Application of instructional models that promote group development such as cooperative learning, group investigation, simulation and role playing.
4. Application of instructional models that promote personal development such as nondirective learning, and self-control.
5. Application of instructional models for processing information such as memorization, advance organizer, cognitive development and mastery learning.
6. Complete instructional design and development plans to account for multicultural, urban and global issues in various curricular areas.
7. Compare and contrast instructors’ and learners’ roles for various instructional models for diverse groups of students with respect to gender and ethnic backgrounds, as well as an atypical learner.
8. Describe leadership strategies necessary to use the most up-to-date research and information related to various instructional models in schools with learners and other instructors.
9. Apply technology concepts to the use of various instructional models.
10. Develop appropriate assessment techniques that reflect the theory and learning outcomes for the specific instructional model.
11. Apply communication strategies, written and orally, to use the various models most effectively.

**Assignments and Grading**

**Assignments:**

Attendance/Participation: _____	20 points
Standards Project: _____	20 points
Website Review: _____	20 points
Two Lesson Plans (30 points each): _____	60 points
Small group work (15 points each): _____	40 points
Present lesson to colleagues: _____	5 points
Final: _____	35 points
<b>Total</b>	<b>200 points</b>

<b>Percent</b>	<b>Grade</b>	<b>Points</b>
95-100%	A	190-200
86-94%	B	172-189
76-85%	C	152-171
70-75%	D	140-151
69% & below	F	0-139

**Written Assignments and Academic Misconduct:** All written work submitted must be the student’s original work and conform to the guidelines of the American Psychological Association (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student’s responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

**Promoting a Positive Learning Environment:** I recognize my responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well being of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices together with the appreciation of different cultural and socioeconomic group practices. Moreover, I aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation.

**Americans with Disabilities Act:** The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination. Faculty is required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

**Written Assignments and Academic Misconduct:** All written work submitted must be the student's original work and conform to the guidelines of the American Psychological Association (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

**Plagiarism:** Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.

**CREDE**

Materials from the *Center for Research on Education, Diversity and Excellence* (CREDE) can be found at the following addresses or by putting "*Center for Research on Education, Diversity and Excellence*" or "CREDE" into a search engine.

**Standards Project:** Students will choose standards for one subject area and find them on the internet. Compare the National Standards to the local standards for the particular subject. How are they alike or different? Why do you think so? (1-2 pp.) **20 points**

**Rubric for Standards Project**

<b>Criteria</b>	<b>Poor (0-1 points)</b>	<b>Acceptable (2-3 points)</b>	<b>Target (4-5 points)</b>
<b>Identification of standard</b>	Reader must guess the standard and it is not presented.	Standard present, but not identified.	Standard clearly identified and copy presented.
<b>Description of similarities</b>	Description of the national and local standards.	A description of the similarities the national and local standards demonstrate.	Clear and analyzed description of the similarities the national and local standards demonstrate.
<b>Description of differences</b>	Description of the national and local standards.	A description of the differences the national and local standards demonstrate.	Clear and analyzed description of the differences the national and local standards demonstrate.
<b>Grammar, spelling, and APA adherence</b>	Little attention to grammar, spelling, and APA style throughout. (Major errors)	General attention to grammar, spelling, and APA style throughout. (Few errors)	Clear attention to grammar, spelling, and APA style throughout. (No errors)

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**Lesson Plan:** Students will choose one grade level and one subject area and complete two lesson plans for no more than a 50-minute period. The first lesson plan may be direct or indirect instruction and the second MUST be indirect instruction. Include specific objectives in ABCD format. The student will utilize the lesson plan format provided by the professor.

**See the rubric for the lesson plan on the next page.**

## Lesson Plan Rubric

Standard & Lesson Plan Contents	Does not Meet Standard Needs Development Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level. <b>1 point</b>	Acceptable Meets minimal expectations for standard; needs occasional minimal support to perform at acceptable level. <b>2 points</b>	Target/Exemplary Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance <b>3 points</b>	Score
<b>Knowledge of Subject (ACEI Standards 1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1) (INTASC Standards 1, 2, 7)</b>				
<b>Curriculum Connections</b>	<ul style="list-style-type: none"> <li>Minimal number of standards for lesson or inappropriate number (too few/many)</li> <li>Standards unidentified or unmatched to lesson</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate number of standards for lesson</li> <li>Standards minimally matched to lesson processes</li> </ul>	<ul style="list-style-type: none"> <li>Multiple standards correspond to the lesson processes</li> <li>Thorough listing of standards for lesson</li> </ul>	
<b>Objectives and Guiding questions</b>	<ul style="list-style-type: none"> <li>Objectives unclear or missing</li> <li>Inappropriate for learner(s)</li> <li>Poorly developed (e.g. “... understand...”)</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate for learner(s)</li> <li>Clear but not fully developed or incorrect format (TTW, TLW, etc)</li> <li>Assessment criteria evident</li> </ul>	<ul style="list-style-type: none"> <li>Objectives clearly written in preferred format</li> <li>Appropriate for learner(s) and promote higher level thinking</li> <li>Assessment criteria evident</li> </ul>	
<b>Instruction: (ACEI Standards 1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4) (INTASC Standards 3, 4, 5)</b>				
<b>Motivation</b>	<ul style="list-style-type: none"> <li>Source for motivation missing or ineffective</li> </ul>	<ul style="list-style-type: none"> <li>One creative source that incorporates learner ideas, interests and/or experiences</li> </ul>	<ul style="list-style-type: none"> <li>Several strategies that strongly motivate learners’ participation and/or enthusiasm</li> </ul>	
<b>Strategies, Practice, and Activities</b>	<ul style="list-style-type: none"> <li>Directions or explanations need clarity or elaboration</li> <li>Lesson encourages passive (skill and drill) rather than active learning</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate strategy for the content chosen</li> <li>Directions &amp; explanations fairly clear</li> <li>Activities somewhat engage the learners</li> </ul>	<ul style="list-style-type: none"> <li>Activities fully engage learners in several ways Directions &amp; explanations very clear</li> <li>Lesson challenges and encourages the use of critical thinking, problem solving</li> </ul>	
<b>Extend and Refine knowledge - Adaptations for all learners</b>	<ul style="list-style-type: none"> <li>Adaptations limited, unclear, or inappropriate</li> <li>No adaptations noted</li> <li>Strategies do not address learners’ cultural differences</li> </ul>	<ul style="list-style-type: none"> <li>Adaptations appropriate for lesson content</li> <li>Adaptations noted and appropriate for learner(s)</li> <li>Strategies minimally address cultural differences</li> </ul>	<ul style="list-style-type: none"> <li>Adaptations clearly described</li> <li>Adaptations differentiate creatively and sensitively</li> <li>Adaptations appropriate for lesson content</li> <li>Strategies address cultural differences</li> </ul>	
<b>Resources and materials such as activity sheets or manipulatives</b>	<ul style="list-style-type: none"> <li>Materials inappropriate for lesson or for learners</li> <li>Materials missing or not described (bulky items)</li> <li>Unclear description of materials</li> </ul>	<ul style="list-style-type: none"> <li>Materials attached (clearly describe bulky items)</li> <li>Materials described and appropriate for lesson and learner(s)</li> </ul>	<ul style="list-style-type: none"> <li>Materials attached (clearly describe bulky items)</li> <li>Materials described and appropriate for lesson and learner(s)</li> </ul>	
<b>Closure</b>	<ul style="list-style-type: none"> <li>No culminating activity</li> </ul>	<ul style="list-style-type: none"> <li>Teacher paraphrases or summarizes for students</li> </ul>	<ul style="list-style-type: none"> <li>Students paraphrases or summarizes lesson</li> </ul>	
<b>Assessment (ACEI Standards 4) (INTASC Standard 8)</b>				
<b>Assessment and questioning strategies, products or performances</b>	<ul style="list-style-type: none"> <li>No or ineffective means of checking for understanding or mastery</li> <li>Objective(s) cannot be assessed through lesson</li> </ul>	<ul style="list-style-type: none"> <li>1 appropriate means of checking for understanding or mastery (DO NOT ASK, “Do you understand?”</li> <li>Rubrics, etc., attached</li> <li>Objective(s) can be assessed through lesson</li> </ul>	<ul style="list-style-type: none"> <li>More than 1 appropriate means of checking for understanding or mastery</li> <li>Rubrics, checklists, etc., well developed &amp; attached</li> <li>More than one means of assessing objective(s)</li> <li>Summative assessment well developed</li> </ul>	
<b>Communication (ACEI Standards 5.1) (INTASC Standards 6 &amp; 9)</b>				
<b>Mechanics and logical lesson flow</b>	<ul style="list-style-type: none"> <li>Detail lacking so another teacher would have difficulty implementing lesson</li> <li>Portions missing, poorly written, unclear</li> <li>Several grammatical and mechanical errors</li> </ul>	<ul style="list-style-type: none"> <li>A few grammatical and mechanical errors</li> <li>All portions completed and clearly written</li> <li>Sufficient detail so another teacher could implement lesson with few questions</li> </ul>	<ul style="list-style-type: none"> <li>All portions complete, developed and clear</li> <li>Fewer than 4 errors</li> <li>More than sufficient detail so another teacher could implement the lesson easily</li> </ul>	
<b>3 points for handing in on time</b>				
<b>Total for COEAS Assessment</b>				

**Website Review:** Students will research various websites that have good lesson plans or activities. The student will select one that should be shared with the class. Describe the website and tell how it can be used to help children. What makes this website exciting to you and why should your colleagues be aware of it? (1 page of text, plus copy of the homepage) **20 points**

**Rubric for Website review**

<b>Criteria</b>	<b>Poor (0-1 points)</b>	<b>Acceptable (2-3 points)</b>	<b>Target (4-5 points)</b>
<b>Identification</b>	Website is named, but the source/sponsor are unidentified. Homepage is not attached.	Website named and either the source/sponsor named or the homepage is attached.	Website named and its source or sponsor clearly identified. Copy of the homepage attached.
<b>Quality of the website</b>	The site is a home page with one specific focus and limited appeal.	The site has a few links or tools, but is not useful for a wide audience.	Lots of links that allow visitors to access many different topics or tools.
<b>Reasons to visit this site</b>	Reason given such as, "It is exciting."	One or two good reasons provided to entice readers to visit the site.	At least 3 valid reasons provided to entice readers to visit this site.
<b>Grammar, spelling, and APA adherence</b>	Little attention to grammar, spelling, and APA style throughout. (Major errors)	General attention to grammar, spelling, and APA style throughout. (Few errors)	Clear attention to grammar, spelling, and APA style throughout. (No errors)

**Tentative Class schedule**

<b>Week</b>	<b>Topic</b>	<b>Student assignments due</b>
Sept. 1	Introduction & Chapter 1 “Teacher as a Decision Maker” <b>Begin</b> Chapter 2 “The Fundamentals of Planning”	Initial question: is your lesson a legal document? Why or why not?
Sept. 8	Finish Chap. 2 Writing objectives	Download writing objectives
Sept. 15	Chapter 3 – 4 “Types of Teacher Planning” and “Differentiating Instruction for Diverse Learners”	Standards Project
Sept. 22	Direct vs. Indirect inst. and begin Chaps. 5 & 6	
Sept. 29	Cooperative Learning	Website Review Due
Oct. 6	Chapter 7 Models to help students understand	
<b>Oct. 13</b>	<b>Small group work day*</b>	<b>Small group work day</b>
<b>Oct. 20</b>	<b>UM BREAK</b>	<b>UM BREAK</b>
Oct. 27	Chapter 8 “Managing Lesson Delivery” Begin Chapter 9 (Cl. Mgt.)	Lesson Plan Due (May be direct or indirect instruction)
Nov.3	Chapter 9-10 Classroom management and discipline	
Nov. 10	Chapter 11-12 “Assessing Student Performance”	
Nov. 17	Chapter 13 Working with colleagues and families	
<b>Nov. 24</b>	<b>Small group work day*</b>	<b>Small group work day</b>
Dec.1	<b>Strategies Presentations</b>	Strategies Presentations (15 minutes each)
Dec. 8	Students teach an original lesson	Lesson plan due at the end of the night (15 minutes each) <b>MUST</b> be indirect instruction.
Dec. 15	Final & return of any materials I still have	In class

**\* See: Directions and questions for small group work days on UMDrive.**