WILMINGTON UNIVERSITY
DIVISION OF EDUCATION
BASIC COURSE INFORMATION

COURSE NUMBER: EDC 413/MCT 6413

COURSE TITLE: METHODS II: Strategies for Effective Teaching in Career/Technical Programs

COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th></th>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>70</td>
</tr>
</tbody>
</table>

College of Education Program Attributes

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

- Master knowledge-based course content;
- View yourself as a teacher and learner, deconstructing inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
- Remain attentive to contextual and cultural sensitivity;
- Engage in authentic participation, collegiality, and collaboration;
- Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
- Participate in an ongoing, developmental sequence of learning activities that support continuous improvement, experimentation and professional growth;
- Become involved in learning experiences that are standards driven, and;
- Utilize technology effectively.

I. LEARNING OUTCOMES AND GOALS

PROGRAM COMPETENCIES:

As a candidate in this course, you will be expected to demonstrate mastery of the following program competencies: (Note: Program Competencies, Learning Outcomes, and

Syllabus is sole property of Wilmington University.
Activities/Assignments included in this syllabus comprise the minimum to be covered in this course. However, additional Program Competencies, Learning Outcomes, and Activities/Assignments may be added at the discretion of the faculty member.

**Competency#1:** Create learning experiences that make content meaningful to students and reflect an understanding of core concepts and structure of education.

**Learning Activities:**
1.1 Candidates will be able to plan and deliver lessons that make learning meaningful for students.

**Candidates will:**
1.1 Select a topic to research and present methods of presentation to a C & T class.
1.2 Explain the teaching strategies and techniques that will make the lesson meaningful to the students.

**Competency #7:** Apply a variety of instructional approaches that promote student thinking, understanding, and application of knowledge.

**Learning Activities:**
7.1 Candidates will be able to meet the developmental and diverse learning needs of the C & T students.

**Candidates will:**
7.1 Prepare a lesson plan using the *Pathwise Lesson Plan* format that will include a variety of instructional approaches designed to meet the developmental and diverse learning needs of their students.

**GRADUATION COMPETENCIES:**

1.1 Speak with confidence, clarity, and conciseness. Research, prepare, and deliver professional presentations.

**Learning Activities:**
Candidates will be able to research, prepare and deliver professional presentations.

Syllabus is sole property of Wilmington University.
Candidates will:

Interview at least four teachers about the Easy Guide for Teachers brochure. Ask for their ideas for items to be placed in the brochure about effective teaching strategies, and present this information to the class.

1.2 Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.

Learning Activities:

Candidates will know how to write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary using APA format.

Candidates will:

Research Easy Guidelines for Teachers and design and complete a brochure for teacher use. The purpose of the brochure will be to learn more about different instructional strategies and classroom management as they relate to a specific shop and/or classroom environment.

The brochure is to be a single document. Examples include: newsletter, brochure, an 8.5x11 sheet. The brochure is to be developed either for you or our student population.

II. ATTRIBUTES, OR RATIONAL

This course is designed to meet the developmental learning needs of career and technical education students. The effective teaching skills evident in the DPAS system and the Delaware Professional Teaching Standards will be emphasized in this course. Multiple strategies will be considered for (1) planning and delivering lessons that make learning meaningful for students; (2) meeting the developmental and diverse learning needs of students; (3) creating an environment in the classroom conducive to learning; (4) assessing, analyzing, and reflecting upon teaching and student learning; (5) using technology to support learning; and (6) treating all students equitably in the classroom. Employability skills and developing integration projects will also be taught.

III. STRUCTURED EXTERNAL ASSIGNMENT:

Candidates will select a topic to research that they would present to one of their C & T classes including the teaching strategies and techniques. Candidate is required to become the expert on this topic (research being the key to success.) Candidate will plan and design this project which

Syllabus is sole property of Wilmington University.
will include your intended method of presentation. The project should include using some modern form of technology, for example, Power Point. Include a student/teacher interactivity and prepare a handout (some form of interesting written material) to be given to each candidate as a resource.

IV. SCORING RUBRICS

RUBRIC FOR STRUCTURED EXTERNAL ASSIGNMENT: Program Competency #7

PROGRAM COMPETENCY #7: The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding, and application of knowledge.

Assignment: Candidate will select a topic to research that they would present to one of their C & T classes including the teaching strategies and techniques. Candidate is required to become the expert on this topic (research being the key to success.). Candidate will plan and design this project which will include your intended method of presentation. The project should include using some modern form of technology (for example, Power Point). Include a student/teacher interactivity and prepare a handout (some form of interesting written material) to be given to each student as a resource. Through this activity, candidates will demonstrate their understanding of the knowledge components of Standard/Competency #7.
<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY</th>
<th>EMERGING</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency #7</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### 7.1 Understanding of instructional strategies.

**Score:** _____

The candidate was able to clearly define and describe and give examples of fewer than two (2) of the following instructional strategies: (a) questioning, (b) problem solving, (c) discussion, (d) activation of prior knowledge, and (e) student reflection on learning.

### 7.2 Understanding of relationship between instructional strategies, assessment, and types of learning.

**Score:** _____

The candidate demonstrated little or no understanding of the relationship between the following three (3) elements of an effectively delivered lesson: instructional strategies, assessment, and types of learning.

Syllabus is sole property of Wilmington University.
RUBRIC FOR PROGRAM COMPETENCY #1 – Content

PROGRAM COMPETENCY #1: Create experiences that make content meaningful to students and reflect an understanding of the core and structure of education.

Assignment: Select a topic to research and write method of presentation to a C & T class including teaching techniques and strategies.

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1</th>
<th>EMERGING 2</th>
<th>BASIC 3</th>
<th>PROFICIENT 4</th>
<th>DISTINGUISHED 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Understanding</td>
<td>The candidate demonstrated little or no understanding of the dynamic and nature of the discipline content.</td>
<td>The candidate demonstrated a limited level of understanding of the dynamic and complex</td>
<td>The candidate demonstrated an acceptable level of understanding of the dynamic and complex</td>
<td>The candidate demonstrated a high quality understanding of the dynamic and complex</td>
<td>The candidate demonstrated a superior understanding of the dynamic and complex</td>
</tr>
</tbody>
</table>

Syllabus is sole property of Wilmington University.
<table>
<thead>
<tr>
<th>Score:____ (Whole #'s only)</th>
<th>complex nature of the content of the subjects taught in the student teaching experience.</th>
<th>complex nature of the content of the subjects taught in the student teaching experience.</th>
<th>nature of the content of the subjects taught in the student teaching experience.</th>
<th>complex nature of the content of the subjects taught in the student teaching experience.</th>
<th>nature of the content of the subjects taught in the student teaching experience.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.2 Understanding of processes of inquiry in the discipline.</strong></td>
<td>The candidate did not demonstrate an understanding of the processes of inquiry central to the content of the subjects taught in the student teaching experience.</td>
<td>The candidate demonstrated a limited level of understanding of the processes of inquiry central to the content of the subjects taught in the student teaching experience.</td>
<td>The candidate demonstrated an acceptable level of understanding of the processes of inquiry central to the content of the subjects taught in the student teaching experience.</td>
<td>The candidate was skillful in demonstrating an understanding of the processes of inquiry central to the content of the subjects taught in the student teaching experience.</td>
<td>The candidate demonstrated a superior understanding of the processes of inquiry central to the content of the subjects taught in the student teaching experience.</td>
</tr>
</tbody>
</table>

Syllabus is sole property of Wilmington University.
| Score: _____ (Whole #’s only) | The candidate demonstrated an inadequate level of understanding of the relationship of knowledge within the discipline to other content areas and to life applications by providing less than two examples of that relationship. | The candidate demonstrated a limited level of understanding of the relationship of knowledge within the discipline to other content areas and to life applications by providing two examples of that relationship. | The candidate demonstrated an adequate level of understanding of the relationship of knowledge within the discipline to other content areas and to life applications by providing three examples of that relationship. | The candidate demonstrated a skillful level of understanding of the relationship of knowledge within the discipline to other content areas and to life applications by providing four examples of that relationship. | The candidate demonstrated a superior level of understanding of the relationship of knowledge within the discipline to other content areas and to life applications by providing five examples of that relationship. |