University of Maryland  
College of Education  
Master’s Certification Program  
Practicum Course: Seminar Series and  
Instructional Delivery Approach Study  
Tuesday- 1/10, 1/17, 2/7, 2/28, 3/13, 3/27, 4/10, & 4/24  
Location: PDS Schools Time: TBA  
Instructor: Karen Rehder, MS Ed.  
Email: karenrehder@verizon.net  
Cell: 410.215.9418  
Office Hours by Appointment

Course Description
The course will explore current research, theory and best practices related to instructional delivery approaches and assessment practices, as well as, navigate and examine experiences from the yearlong internship. In addition, school partners will share areas of expertise as related to intern needs.

Course Objectives
Students will…
a) Explore current research in instructional delivery approaches.
b) Determine the best practices related to instructional delivery approaches and assessment practices.
c) Examine and analyze the relationship between instructional design, delivery and student performance.
d) Reflect on their own implementation of instructional delivery approaches during the field experiences.

Performance Standards
Standard I-E Engages in inquiry and reflection
The teacher candidate engages in inquiry that promotes self-assessment, professional development, and program development.
Indicators:
• Reflects thoughtfully on how his/her teaching actions influence student behavior and learning;
• Can articulate awareness of his/her own teaching strengths and weaknesses orally and in writing;
• Aware of available school program or curriculum strengths and weaknesses;
• Seeks out information related to professional or program development needs.

Standard B.1 Provides effective instruction
The teacher candidate provides learning experiences that are based on principles of effective instruction.
Indicators:
• Links new ideas to familiar ideas;
• Builds on new and learned skills;
• Questions to elicit reasoning in order to evaluate students;
• Encourages critical thinking and problem-solving;
• Supports the use of a variety of models, concepts, and strategies;
• Provides sufficient practice and reinforcement, in school and at home.
The following **NTASC Model Core Teaching Standards** will be met in this class:

- **The Learner and Learning**
  - Standard #1 Learner Development: understanding how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas…
  - Standard #2 Learning Differences: uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments…
  - Standard #3 Learning Environments: works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement, and self motivation.

- **Instructional Practice**
  - Standard #6 Assessment: understanding and use of multiple methods of assessment to engage learners, monitor progress, and guide instructional decision-making
  - Standard #7 Planning for Instruction: plans to support student learning in meeting rigorous learning goals in and across disciplinary areas
  - Standard #8 Instructional Strategies: understands and uses varied instructional strategies that build learners’ deep understanding of content and their ability to apply that knowledge meaningfully.

- **Professional Responsibility**
  - Standard #9 Professional Learning and Ethical Practice: engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others and adapts practice to meet the needs of each learner.
  - Standard #10 Leadership and Collaboration: seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals and community members to ensure learner growth.

The following **ACEI Elementary Education Standards** will be met in this class:

- Standard 1.0 Development, Learning, and Motivation: Candidates will know, understand, and use the major concepts principles, theories and research related to development of children to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

- Standard 5.1 Professional growth, reflection, and evaluation - Candidates are aware of and reflect on their practices in light of research on teaching, professional ethics, and resources available for professional learning; they continue to evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and seek out opportunities to grow professionally.

The following **Maryland Teacher Technology Standards** will be met:

- Standard I: Technology Information, Access, Evaluation, Processing and Application: access, evaluate, and process information efficiently and effectively
- Standard II: Communication: use technology effectively and appropriately to interact electronically
- Standard III: Legal, social and ethical issues: demonstrate an understanding of the legal, social, and ethical issues related to technology use.

- This class in concert with the field experience will draw on the vision of the COE Conceptual Framework that holds as its goal a commitment to excellence and equity. It is our intent to prepare exceptional educators who understand teaching and learners and commit themselves to meet the needs of a diverse student body.

- Excellence and Equity
A. Course Requirements

1) Successfully complete the semester 2 internship by meeting passing requirements of the PBA.
2) Successfully complete 4-6 weeks of lead teaching in the internship.
3) Actively participate in all course sessions.
4) Successfully complete 6 instructional delivery approach assignments.

B. Required Readings: Required readings sent via email.

C. Grading Policy:
   The course is a pass/fail course with an official grade of S for satisfactory. To receive a Satisfactory grade for the course you must receive a passing (P) score on each course requirements (4 Ps = S)

D. Assignment Descriptions and Scoring Tools
   All assignments are to be turned in on the designated due date. In the event of an emergency or special situation notify the instructor in advance. Due to the nature of some of the assignments and scoring procedures some requirements may not be accepted late.

1. Semester 2 Internship - Accomplish UMD Performance Based Assessment standards during the semester 2 classroom internship.
   Pass
   - Receive meets expectations in every overall category of the Q4 PBA
   - Receive no more than 2 developing ratings in each category of the PBA with all other ratings being meets expectations.
   Fail
   - Not receiving passing scores on the PBA.

2. Lead Teaching - Gradually build to taking over ALL classroom responsibilities and successfully carrying out those responsibilities for 4-6 weeks.
   Pass
   - Receive meets expectations in each overall category of the Q4 PBA.
   - Receive no more than 2 developing ratings in each category of the PBA with all other ratings being meets expectations.
   - Four successful formal observations.
   Fail
   - Not receiving passing scores on the PBA after completing 4-6 weeks of takeover.
3. Actively Participate in all course sessions.

Pass
- Do the following each class.
  - attend class
  - be on time
  - share ideas and offer suggestions in discussions
  - be productive in class activities
  - display a positive and respectful attitude
  - be supportive to other participants
  - challenge others

Fail
- Not following the recommended guidelines for active participation.

4. Instructional Delivery Approach Assignments

Purpose: University of Maryland Elementary Education Program interns must successfully accomplish a series of teaching standards outlined in the UMD Performance Based Assessment. The standards are grouped into three categories, Planning, Delivery and Assessment. The first semester of the yearlong internship focused on supporting interns in developing essential planning skills. The focus for Semester 2 of practicum course will address the remaining sections of the PBA. Learning will revolve around interns’ building a repertoire of effective teaching and assessment methods that are purposefully and effectively implemented considering research principles of the method, curriculum and student need. Interns will build a repertoire of teaching and assessment methods by examining, practicing and reflecting on the experiences of using varied instructional delivery approaches. Examining various instructional delivery approaches and designing/discriminating appropriate uses for the approaches will build intern’s capacity to provide effective instruction by designing learning experiences that are based on principles of effective instruction that support the use of a variety of models, concepts, and strategies (UMD Standard II B.1). In addition, interns will examine the suggested assessment procedures for each instructional delivery approach enabling them to use a variety of formal and informal assessment techniques to assess students’ progress and to modify teaching strategies (UMD Standard III C.1). Employing and practicing these methods, as well as, recording and writing about the experience will allow interns to thoughtfully and purposefully reflect on how his/her teaching actions influence student behavior and learning (UMD Standard I-E).

Method: Over the winter break a variety of readings will be shared that define/describe six instructional delivery approaches and suggested assessment strategies (Direct Instruction, Concept Attainment, Discussion, Cooperative Learning, Problem/Project Based Learning & Inquiry Based Learning). An analysis of each article will be completed. Interns will work collaboratively to develop a shared meaning of each teaching method and create a checklist of essential characteristics of the teaching methods. The characteristics checklists will be used to guide the implement the instructional delivery approaches in the internship. Performances of the instructional delivery approaches will be video recorded and examined by peers for learning purposes, as well as, serve as a tool for self reflection.

Assignment Procedures:
1. Read instructional delivery approach selections and respond to the reading using the reading response sheet for each article. (Due 1/17)
2. Collaborate with colleagues to develop a shared understanding and characteristics checklist for each of the 6 instructional delivery approaches we are examining. (Course work 1/18)
3. Implement instructional delivery approaches in the internship according to the Instructional Delivery Approaches Assignment requirements.
4. Bring the required artifacts, written reflection and video recordings to class on the assigned dates.
5. Work collaboratively with your group in practicum course to share your teaching and to provide feedback to others’ teaching.

**Instructional Delivery Approaches Assignment Requirements:**

1. Teach each instructional delivery method at least once.
2. Video record no more than 10 minutes of the teaching experience to be shared with your peers. The video recording should show the salient parts of the instructional delivery method.
3. For each instructional delivery method you employ you must include the following artifacts.
   - Pre-assessment artifacts of the intended skill/concept that shows the teaching/learning episode is needed.
   - A TPA lesson plan that carefully organizes your materials, teaching procedures and assessment practices.
   - Assessment artifacts showing student performance.
   - Prepare a presentation to share with a peer where you would share your considerations regarding academic language, engagement, sub groups, and assessment. In addition prepare responses to the following prompts.
     - Justification for choosing this method for this particular teaching/learning experience based on the readings, the curriculum and the students needs.
     - Evaluate your ability to use the suggested assessment practices for the concept taught
     - Analyze your students response to the approach (attitude, motivation, engagement)
     - Evaluate the effectiveness of the approach with your students (using assessment data)
     - Evaluate the effectiveness of the approach for you (using data from the video recording)
     - Conclude with any trends/themes you notice with this approach and your teaching style
     - Other conclusions you have made about your teaching given this experience.

**Due Dates:**

2/7 Practicum Session 3 Due: Direct Instruction Assignment
2/28 Practicum Session 4 Due: Concept Attainment Assignment
3/13 Practicum Session 5 Due: Discussion Assignment
3/27 Practicum Session 6 Due: Cooperative Learning Assignment
4/10 Practicum Session 7 Due: Problem Project Based Assignment
4/24 Practicum Session 8 Inquiry Assignment

**Scoring Tool**

P- Passing
  - Employ each of the 6 essential characteristics of the approach
  - Include all required artifacts.
• Thoughtfully analyze and reflect on the experience by addressing the suggested prompts and including original ideas.
• Thoughtfully share the experience with peers.
• Be open and engaged in the feedback process.

F- Fail
  ○ Incomplete or late assignment

E. Honor Code
"The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.studenthonorcouncil.umd.edu/whatis.html."
The University Honor Code reads:
“I pledge on my honor that I have not given or received any unauthorized assistance on the
assignment/examination.”

Please inform the instructor and provide the necessary paperwork for any modification needed for learning disabilities. Students must contact Disability Support Services and submit an accommodations request. Additional information can be found at www.counseling.umd.edu/DSS/receiving_serv.html.


Class Sessions

1/10 9:30-2:30 Session 1: Professional Job Search and TPA Kick Off
  ○ County Human Relations representatives share the job application and hiring process.

1/17 10:00-12:30 Session 2: Instructional Delivery Approaches
Due: Readings and Response Sheets (Readings sent via email)
  ○ Define and determine essential characteristics of direct instruction, concept attainment, discussion, cooperative learning, problem/project based learning and inquiry based learning.

2/7 Session 3: Direct Instruction
Due: Direct Instruction Assignment
  ○ School Tour
  ○ Direct Instruction Response Groups
  ○ Presentation

2/28 Session 4: Concept Attainment
Due: Concept Attainment Assignment
  ○ School tour
  ○ Concept Attainment Response Groups
  ○ Presentation

3/13 Session 5: Discussion
Due: Discussion Assignment
  ○ School tour
<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Topic</th>
<th>Assignments</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/27</td>
<td>Session 6</td>
<td>Cooperative Learning</td>
<td>Cooperative Learning Assignment</td>
<td>School tour, Cooperative Learning Response Groups, Presentation</td>
</tr>
<tr>
<td>4/10</td>
<td>Session 7</td>
<td>Problem/Project Based Learning</td>
<td>Problem/Project Based Learning Assignments</td>
<td>School tour, Problem/Project Based Response Groups, Presentation</td>
</tr>
<tr>
<td>4/24</td>
<td>Session 8</td>
<td>Inquiry Learning</td>
<td>Inquiry Learning Assignments</td>
<td>School tour, Inquiry Response Groups, Presentation</td>
</tr>
</tbody>
</table>