

Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: 4/13/2021 Date revised _____

4. Department/discipline: Education

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Differential Instruction and Assessment
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: EDU 8. Course Level: 4102

9. Number of Credits: Lecture 3 Lab _____

10. Control Number (on site) 30 Control Number (online) 25

11. Catalog/Course description:

This course examines instruction and assessment through the lens of best practices using a knowledge base for designing qualitatively different instruction for students with different levels of abilities, interests, and learning profiles. Students will learn strategies to address the needs of students by reflecting on their teaching practices and determining the best approach. Students will construct tools, formative and summative, to assess mastery of learning standards. Students will utilize their knowledge of students, standards, and assessments to ensure effective teaching and appropriate assessments are used to establish mastery. (Course includes 10 hours of field experience).

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): Successful admittance into the Elementary Education Teacher Program
Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Redman, J. A., & Anderson, M. G. (2017). *Teacher as a decision maker: Curriculum, instruction, and assessment*. Dubuque, IA: Great River Learning.

14. **Course Content** (Provide an outline of major topics covered in course)

1. Indigenous and Diverse Student Needs
2. Inquiry and Discovery Learning
3. Cooperative Learning
4. Providing for Individual Difference
5. Building Assessment Literacy

6. Applying Formative Assessment
7. Constructing Classroom Tests
8. Developing Test Items
9. Performance Assessment Tasks and Rubrics
10. Evaluating Data, Items, and Tests
11. Reporting Pupil Progress
12. Field Experience to Observe Topics Covered
13. Reflections of Field Experience

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

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

Learning Outcomes	Competencies (CAC)	Cultural Standards
Determine strategies for assessment that include the needs of the student and the type of assessment necessary to gather the intended data.	A, B, C, D	1
Interpret the results of teaching strategies and behaviors in relation to student success and modify plans and instructional approaches to achieve student goals.	A, C, D	6
Design and construct assessment strategies and instruments appropriate to the learning outcomes being evaluated and other diagnostic purposes.	A, B, C, D	2
Investigate the characteristics, uses, advantages, and limitations of different types of assessments including	A, B, C	

<p> criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work. </p>		
<p> Compare measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns. </p>	A, C	
<p> Construct varied and appropriate formal and informal assessment techniques to evaluate and ensure the continuous intellectual, social, and physical development of the student that includes observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests. </p>	A, B, C	
<p> Use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction. </p>	A, B, C	
<p> Create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. </p>	A, B, C	
<p> Use a variety of assessment tools and practices to plan and evaluate effective reading instruction. </p>	A, B, C	

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge***: To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way***: To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted***: To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution***: To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity***: To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring***: To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion***: To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC)**: List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): _____

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

Yes No

Provide the required documentation to show course meets required licensing/certification standards.

MN PELSB: Standards 8710.2000 Standards of Effective Practice (SEP)

Subpart 5. Standard 4, Instructional Strategies: A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

5C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;

Subpart 9. **Standard 8, assessment**. A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

9B. understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional

- standardized and performance-based tests, observation systems, and assessments of student work;
- 9C. understand the purpose of and differences between assessment and evaluation;
- 9D. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;
- 9E. select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning outcomes being evaluated and to other diagnostic purposes;
- 9F. use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;
- 9G. 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;
- 9H. 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;
- 9I. implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;
- 9J. evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;
- 9 K. monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;
- 9L. establish and maintain student records of work and performance;
- 9M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues; and
- 9N. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning

Subpart 11. **Standard 10, collaboration, ethics, and relationships.** A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

- 11F. understand data practices;

Licensing Rule 8710.3200 Subp. 3. Subject matter standards, elementary education

- C. A teacher of young children in the primary grades must have knowledge of the foundations of reading processes, development, and instruction, including;
- (b) the use of formal and informal oral language and writing opportunities across the curriculum to help students make connections between oral language and reading and writing, particularly in English language learners; and
 - (c) the interrelated elements of language arts instruction that support the reading development of English language learners, including ways in which the writing systems of other languages may differ from English and factors and processes involved in transferring literacy competencies from one language to another.
- D. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:
- (5) development of a literacy framework to coherently organize reading programs and effectively implement lessons, including a variety of grouping strategies, guided practice and independent work; and

(6) the ability to design purposeful lessons/tasks based on the qualities, structures, and difficulty of texts and the reading needs of individual students including the selection and use of supplementary materials to support the reading development of struggling and gifted readers.

Assessment

(E) A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:

(2) formal and informal tools to:

(a) plan, evaluate and differentiate instruction to meet the needs of all students from various cognitive, linguistic and cultural backgrounds; and

(b) design and implement appropriate classroom interventions for struggling readers and enrichment programs for gifted readers.

(3) the ability to work with reading specialists, gifted and talented specialists, and other staff on advanced intervention and enrichment programs;

F. A candidate for licensure as a teacher of elementary education must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including:

(2) The ability to support students and colleagues in the selection or design of materials that match students' reading levels, interests, cultural and linguistic backgrounds;

(7) The use a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English and/or in the primary languages of English language learners, and/or to use additional strategies to promote literacy in the home.

G. A candidate for licensure as a teacher of elementary education demonstrate a view professional development as a career-long effort and responsibility including:

(4) Understanding how to provide instructions for paraprofessionals and volunteers working in the classroom to ensure that these individuals provide effective supplementary reading instruction;

(6) Collaborate with other professionals on literacy learning initiatives.

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