

Mayville State University

EDUC 580: Instructional Strategies for the Classroom Teacher

Dr. Clayton Dodson

Spring, 2025

4 Semester Hours

Course and Instructor Information

Instructor Name: Clayton Dodson

Contact Information: clayton.dodson@ndus.edu 701-330-7598 (Call or Text for emergency only)

Hours of Availability: Any time via e-mail or 9am-9pm via Text

Instruction Mode: Online Asynchronous

Time Zone (Online Courses): All times indicated throughout this syllabus reflect Central Time (CT).

How to address your instructor

I prefer to be addressed by my last name, Dodson. (No “Dr. Dodson” No “Mr. Dodson” No “Professor Dodson.” Just plain ol Dodson is just fine)

Course Description: This methods course prepares teaching candidates to provide high-quality instruction for diverse middle level and secondary students through the conceptual approaches of understanding by design, differentiated instruction, universal design effective lessons, design varied instruction, conduct formative assessment, and respond to needs in order to promote positive student outcomes, meet standards and support the development of 21st Century Skills. Course readings will examine how to create a content-rich curriculum that links knowledge with thinking. Opportunities to design and experiment with instruction will be embedded. for learning and authentic literacy.

Purpose of the Course: The purpose of the course is to provide teaching candidates with preparation in decision making, planning, implementing, evaluating, and managing secondary education classrooms. A key component will be the development of a personal philosophy of teaching.

Conceptual Framework: This course is grounded on a constructivist approach whereby students are expected to be actively involved in their learning. Our conceptual framework theme at Mayville State is The Reflective Experiential Teacher. The theme is based upon established learning concepts that students develop and demonstrate in their coursework, field experiences, and student teaching.

InTASC Model Core Teaching Standards	
1	<i>Learner Development:</i> The teacher understands 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, and designs and implements developmentally appropriate and challenging learning experiences.
2	<i>Learning Differences:</i> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3	<i>Learning Environments:</i> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4	<i>Content Knowledge:</i> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5	<i>Application to Content:</i> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6	<i>Assessment:</i> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7	<i>Planning for Instruction:</i> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8	<i>Instructional Strategies:</i> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understandings of content area and their connections, and to build skills to apply knowledge in meaningful ways.
9	<i>Professional Learning & Ethical Practice:</i> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and action on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10	<i>Leadership & Collaboration:</i> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Course Objectives: To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to the InTASC Standards as adopted by ND ESPB:

1. Generate a personal philosophy of education by considering educational themes (INTASC 1-10; SLO 1,2)
2. Compare and comprehend facets of understandings (INTASC 1,2,3,8,9; SLO 1,2)
3. Utilize the concepts of backwards design (INTASC 1-10; SLO 1,2,3)
4. Reduce standards to big ideas and essential questions (INTASC 1,7,8,9; SLO 1,2,4)

5. Comprehend general instructional strategies for secondary education (INTASC 1-7; SLO 1,2)
6. Develop lessons using the components of effective teaching (INTASC 1-10; SLO 1-5)
7. Integrate authentic literacy and 21st Century skills into content area instruction (INTASC 1-10; SLO 1-5)
8. Develop habits of a professional educator: manage multiple demands and expectations, collaborate, reflect, assess effectiveness of strategies and instruction and pursue advanced knowledge of the field to remain current in an evolving knowledge base (INTASC 1,9,10; SLO 1-5)

Standards Alignment (InTASC Standards as adopted by NDESPB):

- Standard #2: Learning Differences-The program requires candidates use their understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards.
- Standard #3 Learning Environments-The program requires candidates to work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard #5 Applications of Content-The program requires an understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Standard #6: Assessment-The program requires understanding and using multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard #7: Planning for Instruction-The program prepares teacher candidates to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies-The program prepares candidates to understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Standard #9: Profession Learning and Ethical Practice-The program requires candidates engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Diversity Objectives:

1. Recognize assets and needs of diverse learners
2. Use knowledge of diversity to ensure learning experiences are differentiated to the needs of the learner
3. Pursue information, resources and supports to meet the needs of diverse learners
4. Exhibit respect, openness and value of diversity across the spectrum of differences
5. Demonstrate actions consistent with the belief that all students are valued and can learn

Knowledge:

2(j) can give examples of assets for learning students bring based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

0(k) Identify students' learning styles, skills, knowledge, language proficiency and special needs

7(j) comprehends the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7(m) discusses how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

Skills:

0(a) Demonstrate classroom behaviors that are consistent with the ideas of fairness and belief that all students can learn

2(b) make appropriate and timely provisions for individual students with particular learning differences or needs.

2(d) bring multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

3(f) communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

Disposition:

9(m) committed to deepening understanding of his/her own frames of reference, the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

8(s) value flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

7(q) believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

2(h) make learners feel valued and helps them learn to value each other.

2(m) respect learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

Program Student Learning Outcomes (SLOs) Addressed in This Course

Learners completing a degree in education are expected to achieve the following Student Learning

Outcomes (SLO's) listed below. The entire Academic Student Learning Outcomes document can be found in your Blackboard course shell. The document has an index so you can quickly find the degree you are pursuing.

SLO 1 Learner & Learning: Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.

SLO 2 Content: Students understand subject matter deeply and flexibly so they can advance their

students' learning, address misconceptions and connect ideas to everyday life.

SLO 3 Instructional Practice: Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.

SLO 4 Professional Responsibility: Students take responsibility for student learning, positive relationships, their own professional growth, and the advancement of the profession

Technology Goals:

1. Applies strategies to become a technology-using teacher
2. Align learning goals and objectives with digitally responsible & ethical use of technology
3. Use technology to support planning, differentiation, implementation, & evaluation of experiences
4. Supports skill development and content knowledge through media and technology
5. Enrich professional practice through effective use of digital tools and resources

Model Code of Ethics Goals:

- I.A. The professional educator demonstrates responsibility to oneself as an ethical professional
- I.C. The professional educator promotes and advances the profession within and beyond the school community
- II.A. The professional educator demonstrates commitment to high standards of practice
- II.B. The professional educator demonstrates responsible use of data, materials, research and assessment
- II.C. The professional educator acts in the best interest of all students
- III.A. The professional educator respects the rights and dignity of students
- III.B. The professional educator demonstrates an ethic of care
- III.C. The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits
- IV.B. The professional educator promotes effective and appropriate relationships with colleagues
- IV.D. The professional educator promotes effective and appropriate relationships with employers

IV.E. The professional educator understands the problematic nature of multiple relationships

V.A. The professional educator uses technology in a responsible manner

V.D. The professional educator promotes the appropriate use of technology in educational settings

Required Materials

“Tools for Teaching” by Fred Jones (3rd Edition)

***NOTE: Multiple articles for required assignments and other course materials will be placed on Blackboard to be downloaded and read for class.**

Instructional Technologies Utilized in this Course

- **TaskStream**- Dispositions will be completed in Taskstream. Ensure you have access to www.taskstream.com.
- **Blackboard**- MSU’s learning Management system and virtual class environment

IMPORTANT INFO!

- In order for this course to count toward your program of study, you must receive an 80% or higher on your final grade. Students that receive less than an 80% will have to retake this course.
- All assignments must be completed for students to be able to earn a grade of “D” or above. It is the student’s responsibility to check due dates for all assignments.
- Assignments are due by 11:59.
- Late assignments will ONLY be accepted if you reach out to your professor BEFORE the due date.
- Quizzes cannot be taken after the original due date.
- If you do poorly on an assignment, reach out to me within three days of it being graded. You will be able to use my feedback, correct your assignment, and resubmit it for full credit.
- Your disposition (professionalism, attendance, timeless, etc) are factored into your final grade.
- If there are issues with BlackBoard, and you cannot submit an assignment, you should e-mail it to your professor to show that you did in fact complete the assignment on time. Once BlackBoard is “fixed,” you still need to submit your assignment via BlackBoard.

Course Expectations

Active participation in the classroom and online discussions demonstrates your interest, engagement, and willingness to work with other students and instructor in preparation for a teaching career. It is a recipe for successful learning. Here are some guidelines that will help you throughout this learning experience:

- **Read the syllabus in its entirety.**
- **Participate.** Participation is an expectation of students and teachers in the K-12 educational system, and so it is an expectation for this course. Participation in

discussions, demonstrations, and online assignments will result in solidifying the readings and research you have done adding to the quality of your learning.

- **Read all assigned readings and complete all activities as scheduled.** The responsibility for your learning is shared by both student and instructor. It is the student's responsibility to be prepared to be able to 'recall' information from course readings so that concepts can be applied in class activities and discussions developed by the instructor. Teacher candidates' preparation for class is not only important to meet the learning objectives for the course, but also for their future instruction.
- **Online Posting:** You are required to check BlackBoard at least TWICE per week. If there is an online discussion forum, questions will stem from class discussions, readings, or other pertinent course information. Sign all postings and *use appropriate citation and reference* formatting when referring to any resources. Reference to your readings is expected. Substantive postings are postings that demonstrate *understanding and application of course content*, extension of ideas, and connecting to personal experiences. Online discussion forums may be a part of daily/weekly assignments if noted on Moodle.
- **Communication with the instructor:** Please send an e-mail message, call, or text if you have questions. If you wish to contact me by e-mail, please use clayton.dodson@ndus.edu. I will use the Black Board course site to post messages to all learners as a group mailing whenever necessary.
- **Adhere to the code of student conduct** found in the MSU Student Handbook: <https://www.mayvillestate.edu/Documents/Consumer%20Protection%20and%20Policy%20Information/StudentHandbook.pdf>
This document contains information that all students must adhere to. The academic dishonesty statement is important to understand and acknowledge. **Disciplinary action will be taken if a student:** "Engages in any form of dishonesty including, but not limited to: Scholastic dishonesty: cheating, plagiarism and other forms of academic dishonesty" (Standards of Conduct, p. 28). As we learn from other's work, we make connections to develop our own knowledge. Citing and referencing other's work is the demonstration of honesty in academia.
- **Violations of academic honesty** to include any copying of another student's assignment, having another person complete the work for you, using an author's *ideas or writing* without properly giving that author credit (either intentionally or unintentionally) are examples of academic dishonesty. Using someone else's work without permissions is also an example of academic dishonesty. Remember: cite and reference whenever in doubt! Consult with the instructor if you have any questions. Electronic applications to detect plagiarism may be used on submitted assignments.
- **Use respectful and appropriate language** to speak about children and families of linguistically and culturally diverse backgrounds.
- **Active participation** throughout all learning experiences demonstrates your interest, engagement, and dedication to the teaching profession. Your willingness to interact positively with peers and the instructor reflects well on your professional disposition. Below, you will find several guidelines to help create successful learning experiences:
- **Be prepared.** Be ready for each assignment. The responsibility for your learning is shared by both student and instructor. In this class, you are a pre-service teacher. Your preparation for class is important to the learning of your future students demonstrating your dedication to the profession. As well, you are responsible for upholding the dispositions expected of a teacher candidate. Knowing what is planned and being ready with assignments and discussion topics allows you time to ask questions and complete your best work. Check for assignment due dates and other scheduled learning experiences so you can plan accordingly.

- **Be flexible, take risks, and ask questions!** In teaching, flexibility is the name of the game. While teachers need to be over-prepared in terms of instruction and assessment, they also need to be flexible and responsive to students' needs. The same is expected of you in this course. Be flexible, take risks, and ask questions! You are responsible for your own learning.
- **Use technology appropriately.** Laptops, tablets, iPads, iPods and other devices should not be used during class unless they are used for class work. In addition, cell phones should be turned off or to vibrate and should not be a distraction during class. (On campus students)
- **Attend class and participate.** To successfully complete this course, your attendance and active participation is required by the policies and dispositions outlined for required courses in your major. Participation in classroom discussions, group project demonstrations, and online discussions will result in stronger connections to theory and practice, adding to the quality of your learning experience. (On campus students)
- **Communication with the instructor:** E-mail is a great way to get ahold of me. I usually respond within 24 hours during weekdays. I will use Blackboard to post messages to all learners if needed.
- **Adhere to the code of student conduct found in the MSU Student Handbook:** <http://www.mayvillestate.edu/about-msu/more-info/reports-policies/>. Each student is responsible for reading the handbook and following expectations set forth by the University. This involves academic honesty. As you conduct research and start reporting findings, it is important to properly cite and reference others' work. It demonstrates honesty and trustworthiness and violations include: copying another student's assignment, having another student complete your work, using an author's ideas or words without proper citations. A good rule of thumb is whenever in doubt, give the author credit and cite. If you have any questions about academic honesty, please consult the instructor.
- **This class will participate in Starfish Early Alert and Connect**, which promotes student success through coordination and communication among students, instructors, advisors, and campus support service departments. If I observe that you are experiencing difficulties in the course (attendance concerns, low test scores or participation, in danger of failing, etc.), I may send an email to your mayvillestate.edu email account through the Starfish system. My message will tell you about my concerns and the next steps to take to resolve the issue. Your advisor, the Director of Student Success, and/or I will work with you to create success strategies to address any difficulties you are having. In addition, if I observe that you are doing well in my course, you may also receive "kudos" from me acknowledging your efforts.
- Starfish may involve taking advantage of various campus support services, such as academic tutoring or advising. If I recommend that you use campus support services, I, your advisor, or the Director of Student Success will redirect you to that support office so they will be better prepared to assist you. Starfish provides essential notices by email, so please check your mayvillestate.edu account frequently and respond quickly if you receive an email from Starfish.
- Please see the Starfish webpage for additional details: <https://mayvillestate.edu/academics/starfish/>

Instructor/Student Communication

Students are accountable for all academic communications sent to their MSU email address.

Method of Evaluation/Grading

Criterion based rubrics are provided for all graded assignments. The final course grade is calculated using a weighted, total points grading system.

- A 100-94%
- B 93-87%
- C 86-80%
- D 79-72%
- F 71-0%

* **Graded assignments are to be submitted on the due date by 11:59 local time through BlackBoard.**

Do not submit assignments through email.***

Enrollment Verification

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he or she takes an action in the LMS, such as completing an assignment or a taking a quiz. Logging into the LMS is **NOT** considered attendance.

Proctor Notification: A proctor is not required for this course.

Important Student Information

Navigate to Blackboard > MaSU tab > Student Resources tab to find a document entitled, "Important Student Information," which includes information about:

- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement

InTASC Skills and Dispositions Reports: (required-not graded)

Every student who is working on a teaching degree or a credential must demonstrate proper dispositions and progression of teaching skills to continue in the Teacher Education program; see the guidelines for *Continuance in Teacher Education* in the MSU Catalogue. In this course you will complete the self-evaluation of teaching skills and dispositions in the Taskstream system designated for the secondary education program. The course instructor will complete the evaluations, as will the cooperating professional you are working with for the 480L experience at the conclusion of your practicum. Specific instructions for completion will be provided by the instructor. Expectations for candidate performance are indicated.

InTASC Acceptable Target: Minimum average score of 2.5 with no indicators below 2.0

InTASC Ideal Target: Minimum average score of 3.0 with no indicators below 3.0

Disposition Acceptable Target: Minimum average score of 3.0 with no indicators below 2.5

Disposition Ideal Target: Minimum average score of 3.0 with no indicators below 3.0

Instructional Strategies:

- ✓ Cooperative learning
- ✓ Direct instruction
- ✓ Whole group discussion
- ✓ Independent study

Learning Experiences:

- * Annotated reading
- * Interactive lecture
- * Modeling
- * Guided practice

- ✓ Concept mapping
- ✓ Small group work
- ✓ Multimedia
- ✓ Reflection
- ✓ Academic writing
- ✓ Literacy-based lessons
- * Independent practice
- * Skill building & application
- * Inquiry
- * Academic reading and writing
- * Formal presentations

Special Accommodations:

- Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Disability Support Services (788-4675) soon as possible to ensure that accommodations are implemented in a timely fashion.
- Students who have difficulties in professional writing are encouraged to contact the Writing in the Academic Support Center to receive assistance in skill development. Students who have difficulty with grammar, spelling, punctuation, sentence structure, and/or organization are strongly encouraged to take advantage of this opportunity.

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- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)