Minnesota State University Moorhead

STL 365: Responsive Teaching I: Learning Environments and Differentiation

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites:
STL 325 - Principles of Inclusive and Responsive Teaching: Technology Emphasis

Corequisites: None

MnTC Goals: None

This course will focus on teaching students with diverse needs in a variety of settings. The course is designed for both regular and special educators to gain knowledge, skills, and dispositions related to best practices for teaching in inclusive environments, including a strong emphasis on differentiated instruction, universal design for learning and collaboration. This course serves as a methods course for education majors; therefore, an emphasis will be placed on students connecting theory to practice and strategies into teaching practice.

B. COURSE EFFECTIVE DATES: 01/01/2019 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Diversity
2. Learning environments
3. Universal Design for Learning
4. Differentiated instruction
5. Response to intervention
6. Methods
7. Dispositions

D. LEARNING OUTCOMES (General)

1. Link new ideas to familiar ideas, make connections to a students experiences, provide opportunities for active engagement, manipulation, and testing of ideas and materials, and encourage students to assume responsibility for shaping their learning tasks.
2. Use a students thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening, and responding to group interaction, and eliciting oral, written, and other samples of student thinking.
3. Identify and design instruction appropriate to a student¿s stages of development, learning styles, strengths, and needs.
4. Develop a learning community in which individual differences are respected.
5. Nurture the development of student critical thinking, independent problem solving, and performance capabilities.
6. Demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.
7. Develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students¿ understanding and present varied perspectives to encourage critical thinking.
8. Use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces and to stimulate advance levels of learning.
9. Know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations.
10. Understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
11. Establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole.
12. Establish peer relationships to promote learning.
13. Use different motivational strategies that are likely to encourage continuous development of individual learner abilities.
14. Design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities.
15. Maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
16. Develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning.
17. Analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
18. Plan instructional programs that accommodate individual student learning styles and performance modes.
19. Design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress.
20. Know major areas of research on teaching and of resources available for professional development.
21. Use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice.
22. Use professional literature, colleagues, and other resources to support development as both a student and a teacher.
23. Collaborate with other professionals to improve the overall learning environment for students.
24. Collaborate in activities designed to make the entire school a productive learning environment.
25. Consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments.

26. Identify and use community resources to foster student learning.

27. Establish productive relationships with parents and guardians in support of student learning and well-being.

28. Understand the importance and utility of parent involvement in student academic achievement, and the implications for the provision of educational services.

29. Integrate multiple sources of student data relative to progress toward grade-level content standards from prior prevention and alternative instruction efforts into the referral process.

30. Implement required pre-referral intervention procedures.

31. Support the selection, acquisition, and use of assistive technology and supplementary aids and services in
collaboration with parents and specialists.

32. Apply evidence-based methods, strategies, universal design for learning, and accommodations including assistive technologies to meet individual student needs and provide access to grade-level content standards.

33. Design and manage positive instructional environments that convey high expectations for students to develop
independence, self-motivation, self-direction, self-regulation, and self-advocacy.

34. Teach in a variety of service delivery models, including the delivery of special designed instruction in the general education classroom and collaboration with other educational professionals and paraprofessionals.

35. Take into account the dynamics,roles, and relationships within families and communities resulting from differences in familial background, socioeconomic status, and cultural and linguistic diversity and collaborate with language interpreters and cultural liaisons when communicating with families and planning and implementing services.

36. Design, implement, evaluate, and adjust as needed, research-based interventions based on screening results, information from families, and performance data in the context of general education instruction and
pre-referral interventions.

37. Consult and collaborate with school personnel and families to maintain educational supports found to be effective during pre-referral interventions and needed in the general education classroom.

38. Utilize principles of universal design for learning in order to meet student needs across disability areas and across settings and provide access to grade-level content standards.

39. Design, implement, modify, and adjust instructional programs and processes and adapt materials and environments to enhance individual student participation and performance when serving students with a range of disabilities and diverse needs.

40. Understand how to provide instructions for paraprofessionals and volunteers working in the classroom to
ensure these individuals provide effective supplementary reading instruction.

41. Understand and apply the process and necessity of collaboration with families and other adults in support of the learning of young children.

42. Cultivate professional relationships that encourage peer observation, coaching, and systems for giving and
receiving feedback from colleagues to enhance student instruction and program outcomes.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted