

***The instructional design for the CESA 7 Teacher Development Center has been created to ensure that participants who are recommended as candidates for initial educator licensure will have attained proficiency in the Ten Wisconsin Educator Standards. This aim will be achieved by providing instruction in the following courses:***

**Classroom Management**

*1 credit*

**Course Description**

*Classroom management is a very hands on course designed to fit the needs of individual teachers. The content is grounded in the works of Harry Wong, Charlotte Danielson and Abraham Maslow. As the works of these authors is presented, teachers are asked to relate the content to their teaching experience through written assignments and interactive classroom discussion. Participants will learn strategies and methods for creating a proactive classroom environment that will allow them to spend the major part of their contact time in instructional activities thus resulting in increased student learning.*

**Differentiating Instruction**

*1 Credit*

**Course Description**

*Participants will receive an overview of differentiated instruction, and realize how students learn, use strategies and craft activities to meet the diverse needs of their students. Teacher candidates will learn how to anticipate and respond to their students' learning differences.*

**Effective Teaching I**

*1 credit*

**Course Description**

*This course uses the Wisconsin Licensure Standards as objectives to assist participants seeking alternative certification to attain the knowledge and skills that will allow them to become quality instructors in their designated areas of certification.*

*The primary objectives of this course are for participants to become aware of the portfolio requirements they must meet to attain certification in the program, to identify seven key decisions in developing a lesson plan and to apply those decisions to actual practice in the participant's area of assigned teaching.*

*This course **provides the basics and foundations** for providing quality instruction that includes participants learning to: identify ways to make instruction meaningful for students; adjust learning opportunities to support the intellectual, social, and personal development of students; adapt instruction to the needs of diverse learners; encourage the development of critical thinking and problem solving skills in students; consider ways to encourage student motivation; organize collaborative activities that enrich learning; organize classroom lessons to optimize learning in assigned curriculum areas; use a variety of assessment strategies to monitor intended learning; effectively communicate with parents; consider methods to assure positive classroom engagement by students in the classroom.*

*Since the course will be partially taught while teacher candidates have assumed teaching duties, prior to each session, feedback will be requested from the candidates to identify areas of need that have been identified from the involved candidates' actual experiences. Those areas identified by the candidates as having a need, will receive particular focus in the course.*

## **Effective Teaching II**

*1 credit*

### **Course Description**

*This course uses the Wisconsin Licensure Standards as objectives to assist participants seeking alternative certification to attain the knowledge and skills that will allow them to become quality instructors in their designated areas of certification.*

*This course fosters the **practice and application** for providing quality instruction that includes participants learning to: identify ways to make instruction meaningful for students; adjust learning opportunities to support the intellectual, social, and personal development of students; adapt instruction to the needs of diverse learners; encourage the development of critical thinking and problem solving skills in students; consider ways to encourage student motivation; organize collaborative activities that enrich learning; organize classroom lessons to optimize learning in assigned curriculum areas; use a variety of assessment strategies to monitor intended learning; effectively communicate with parents; consider methods to assure positive classroom engagement by students in the classroom.*

*Since the course will be partially taught while teacher candidates have assumed teaching duties, prior to each session, feedback will be requested from the candidates to identify areas of need that have been identified from the involved candidates' actual experiences. Those areas identified by the candidates as having a need, will receive particular focus in the course.*

## **Instructional Technology**

*1 Credit*

### **Course Description:**

*This course is an introductory course that covers several components of technology related to K-12 teachers in education. This course will focus on building skills for advanced Word Processing/Desktop publishing, digital image manipulation and management, and presentation software. Finally, candidates will cover methods to create and manage an electronic portfolio.*

## **Performance Assessment for the Professional Educator**

*1 credit*

### **Course Description**

*This course is an introductory course on basic performance assessment concepts and approaches. The primary focus of the course will be to help each participant develop a classroom performance assessment appropriate for his or her professional situation. The personalized classroom performance assessment course will include research-based, highly practical strategies that are effective in improving student academic performance. The course will include development of clear instructional targets and their assessment, and a basic knowledge of a variety of assessment methods. Enhancing student motivation and engagement will be a reoccurring theme throughout the course. Teacher candidates are advised to take the Unit and Lesson Design Course prior to this course.*

## **Reading in the Content Areas**

*1 Credit*

### **Course Description**

*Research has shown that students' ability to comprehend content area text is critical to their success on standardized tests, in future education, and beyond. Readers must comprehend, extrapolate, and remember main ideas to integrate them with prior knowledge. Informational text also requires readers to discover organizational pattern in order to comprehend relationships between ideas. In this course, participants will learn about the basic patterns successful readers of content area text follow every time they face a new book or passage. Through the final project, participants will demonstrate understanding of the five key areas of reading instruction in the content areas.*

### **Six+1 Trait Writing**

*1 credit*

#### **Course Description**

*The Six Traits of Writing is a framework for teaching writing. It is designed to complement and enhance existing curriculum. Teaching the Six+1 Traits of Writing requires and helps students to: take ownership and responsibility in their own writing and the writing process; experience and develop a common writer's language so they are able to talk about their own writing as well as that of their classmates; understand the differences between writing that is strong and writing that is weak using rubrics to help define quality; revise and edit their own and others' writing work.*

### **Integrating Technology into the Classroom**

*1 Credit*

#### **Course Description**

*This course will take the components of the Instructional Technology course and apply them in a classroom setting pertaining to grade level. Candidates will also acquire resources for their electronic portfolio, work on artifacts, and generate reflections that provide a rationale for the artifacts according the State standards.*

### **Unit and Lesson Design**

*1 Credit*

#### **Course Description**

*This course is an introductory course on unit and lesson design. The focus will be to help each candidate develop a unit concept map that will reflect his or her professional situation. The unit and lesson design course will center on the candidate identifying how central concepts, tools of inquiry, generalizations, essential questions, and achievement targets work together to create an engaging, coherent unit of instruction. Teacher candidates are advised to take this course prior to the Performance Assessment Course.*

***For teacher candidates pursuing cross-categorical special education teaching certification the following additional courses and credits are required:***

#### **Cross-categorical Special Education I and II**

*5 credits*

#### **Course Description**

*This course provides and facilitates the candidates' experiences to gain knowledge and skills critical to teaching students with Special Educational Needs as noted through the Wisconsin Teaching Standards. Highlighted through the course are: philosophical, historical, ethical and legal foundations; characteristics of exceptional learners; assessment and evaluation of exceptional learners; pedagogy, content and practices in teaching exceptional learners; management of learning environments and student behaviors; and communication/collaboration within teaching environments. The first three-credit portion of the course provides the basics and foundations; the second two-credit portion of the course follows with application.*

***For teacher candidates pursuing certification for teaching English Language Learners and/or Bilingual Bicultural the following additional courses and credits are required:***

#### **ELL Bilingual/Bicultural Education I**

*2 Credits*

#### **Course Description**

*This course is designed to enable the teacher candidate to demonstrate knowledge of and skills in the seven Wisconsin Standards for ELL Bilingual/Bicultural Education. In this course candidates will explore the theories, best practices, and legal responsibilities when working with ELL students. In addition, candidates will examine the teaching of bilingual children and adolescents in both ELL and bilingual classrooms, as well as, mainstream classrooms. By the end of this course participants will be prepared to select and/or adapt curriculum to meet the academic and linguistic needs of diverse learners, be able to design and implement learning experiences for all levels of English Language Learners, be knowledgeable about language and*

culture and integrate these components into the teaching, learning and assessment in two languages, be informed about various court cases which led to the development of laws requiring specific programming to service English Language Learners, be familiar with commonly used acronyms in the field of ELL Bilingual/Bicultural education and be able to recognize the importance of parent/family involvement and implement strategies to include them in daily lessons, classrooms and the school community. This course is organized into units of instruction with assigned readings, class discussions, quizzes and written assignments with oral presentations. The class assignments, projects and other artifacts are to be utilized in the teacher portfolio.

### **ELL Bilingual/Bicultural Education II**

3 Credits

#### **Course Description**

This course is designed to enable the teacher candidate to demonstrate knowledge of and skills in the seven Wisconsin Standards for ELL Bilingual/Bicultural Education. This course will prepare the teacher to be a skillful practitioner, a reflective professional and a lifelong learner, striving to become an agent for positive change in students and schools. Throughout this course, candidates will explore various forms of authentic assessment for English Language Learners (ELL) and develop instruments that can be used for ongoing evaluation of student progress in the classroom; learn to create and implement the Cognitive Academic Language Learning Approach (CALLA) in order to develop curriculum and strategies with ELL; and use the Sheltered Instruction Observation Protocol (SIOP) to design lessons which incorporate the eight key components of teaching language and content effectively by integrating the academic skills of reading, writing, listening, and speaking in content area instruction.

This course is organized into units of instruction with assigned readings, class discussions, written assignments, quizzes and lesson plans with oral presentations. The class assignments, lessons and other artifacts are to be utilized in the teacher portfolio.

**For teacher candidates pursuing Early Childhood Education ESL/Bilingual certification, the following additional course and credits are required:**

### **Foundations of Early Childhood Education**

5 Credits

#### **Course Description**

This is a comprehensive course designed to provide the fundamental knowledge, skills, dispositions and application processes required of an early childhood initial educator or add on licensure for ESL and/or Bilingual licensure through CESA 7's Teacher Development Center as outlined in the WI Ten Standards for Teacher Development and Licensure. Core areas of study include; child growth and development; observation and assessment, developmentally appropriate curriculum, approaches to teaching and learning; environmental design, guidance and group management; and partnerships with families.

**For teacher candidates pursuing elementary/middle childhood certification simultaneously with special education or ELL/bilingual, the following additional courses and credits are required:**

### **Elementary Art/Music/Physical Education**

1 credit

#### **Course Description**

The arts have been used throughout time to "set the scene" for many important experiences. This class will address the research behind the importance of the arts in the elementary curriculum, and will include practical ways to integrate Art, Music and Physical Education with other curricular areas.

### **Elementary Literacy Methods**

2 credits

#### **Course Description**

*Elementary/Middle Childhood Literacy Methods is fundamental for all teachers who work with students Kindergarten through Gr. 8 in any capacity. Reading and writing, speaking and listening are the media through which language is learned, extended and refined. The skill necessary for communication and knowledge acquisition is developed as the result of a balanced approach to literacy instruction. In this course, candidates will examine the components of such a program.*

### **Elementary Math Methods**

1 credit

#### **Course Description**

*Mathematics in the elementary grades is more than computation. Number concepts, algebra, geometry, measurement, and data analysis and probability are also important. In this course, candidates will explore the most recent principles and recommendations for teaching mathematics in the elementary school as established by the National Council of Teachers of Mathematics.*

### **Elementary Science and Social Studies Methods**

1 credit

#### **Course Description**

*This course will focus on the instructional strategies best described in Robert Marzano's work, *What Works in Classroom Instruction*. Candidates will emphasize the importance of using effective teaching strategies to improve student learning in the areas of Science and Social Studies. This course will include time to create a Science and/or Social Studies lesson. Therefore, participants are encouraged to bring their grade level curriculum map for these areas. Candidates will also use a variety of articles from educational periodicals and internet sites.*

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