COURSE of STUDY

1. **Title and Number of Credits:**
   CISE 325. Teaching as Learning. Two (2) Undergraduate Credits.

2. **Course Description:** This course is designed to help teacher candidates learn how to translate academic content into classroom materials, unit plans, assessment, and curricula that match the New Jersey Core Curriculum Content Standards and the national standards of their academic disciplines. Knowledge about self and students, life-long learning, critical and creative teaching skills, and meaningful assessments are explored. This course is taken in conjunction with the subject-specific methods course and a two day per week in-school practicum experience.

3. **Prerequisites:** CISE 295; CIRL 335.
   **Co-Requisites:** CISE 352, CISE 335, and one of the following methods class: CISE 411, CISE 412, CISE 413, CISE 414, CISE 417, or CISE 419.

4. **Course Objectives:**
   In this course will offer teacher candidates the opportunity to:
   
   a. Understand the New Jersey Core Curriculum Content Standards and incorporate them into unit plans.
   
   b. Further develop their abilities to utilize information about the learning-teaching context and students’ individual differences to set learning goals and plan instruction and assessment.
   
   c. Expand their skills for setting significant, challenging, varied and appropriate learning goals by utilizing Bloom’s taxonomy.
   
   d. Identify multiple assessment modes and approaches, which can be aligned with learning goals to assess student learning before, during and after instruction.
   
   e. Connect theories of curriculum design with assessment and instruction.
   
   f. Design instruction for specific learning goals, student characteristics and needs, and learning contexts.
5. **Student Learning Outcomes**
The teacher candidate will be able to:

a. Demonstrate knowledge of relevant factors and how they may affect the teaching-learning process and include any supports and challenges that affect instruction and student learning by completing Contextual Factors from Teacher Work Sample.

b. Demonstrate knowledge of learning goals by completing the Learning Goals Assignment from Teacher Work Sample.

c. Demonstrate knowledge of an assessment plan to monitor student progress toward learning goal(s), multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction by completing the Assessment Plan Assignment from Teacher Work Sample.

d. Demonstrate knowledge of the design of a unit including goals, student characteristics and needs, and the specific learning context by completing the Design for Instruction from Teacher Work Sample.

e. Demonstrate knowledge of an educational theorist and curriculum design by writing an educational theorist paper.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>NJ Teaching Standards</th>
<th>SPA Standards</th>
<th>NCATE Standards</th>
<th>COE Competencies</th>
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<tbody>
<tr>
<td>Demonstrate knowledge of relevant factors and how they may affect the teaching-learning process and include any supports and challenges that affect instruction and student learning by completing Contextual Factors from Teacher Work Sample.</td>
<td>2, 3, 6, 7, 9, 11</td>
<td>NCSS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.2, 2.3, 2.4, 2.5</td>
<td>1b, 4a</td>
<td>1, 5, 8, 9, 11, 12, 13, 14, 15, 18, 19</td>
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<td>NCTE: 2.1, 2.2, 2.5, 4.4, 4.8</td>
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<td>NCTM: 7, 8</td>
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<td>NSTA: 5a, 5b, 5c, 5e, 5f, 6b, 7a, 7b, 8a, 9a, 9b, 9c, 9d</td>
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<td>ACTFL: 3a, 3b, 4a, 4b, 4c, 5a, 5b, 5c</td>
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<td>Demonstrate knowledge of learning goals by completing the Learning Goals Assignment from Teacher Work Sample.</td>
<td>NCSS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.2, 2.3, 2.4, 2.5</td>
<td>NCTE: 2.1, 2.4, 2.5, 2.4, 4.5, 4.6, 4.7, 4.8, 4.9</td>
<td>NCTM: 1, 2, 3, 4, 5, 7, 8</td>
<td>1b</td>
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<td>NCSS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.2, 2.3, 2.4, 2.5</td>
<td>NCTE: 2.1, 4.9, 4.10, 4.7, 4.8, 4.9</td>
<td>NCTM: 7, 8, 9, 10, 11, 12, 13, 14, 15</td>
<td>2, 3, 5, 8, 12, 16, 19</td>
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<td>Demonstrate knowledge of the design of a unit including goals, student characteristics and needs, and the specific learning context by completing the Design for Instruction from Teacher Work Sample.</td>
<td>NCSS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.2, 2.3, 2.4, 2.5</td>
<td>NCTE: 2.1, 2.2, 2.4, 2.5, 2.6, 3.5, 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9</td>
<td>NCTM: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</td>
<td>2, 3, 6, 7, 11, 13, 14, 15, 16, 17, 19</td>
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</table>
Demonstrate knowledge of an educational theorist and curriculum design by writing an educational theorist paper.

| ACTFL: 2a, 2b, 2c, 3a, 3b, 4a, 4b, 4c |
| NSTA: 1a, 1b, 1c, 1d, 1e2a, 2b, 2c, 3a, 3b, 4a, 4b, 5a, 5b, 5c, 5d, 5e, 5f, 6a, 6b, 7a, 7b, 8a, 9a, 9b, 9c, 9d |
| NCTE: 3.7 |
| NTSA: 10a |

Visit the above site to access NJ Professional Teaching Standards, NCATE SPA Standards, NJ Core Curriculum Content Standards, and WPU College of Education Competencies.

6. **Course Content:**

1. **Understanding by Design (UbD)**
   a. Content vs. Design
   b. Understanding vs. Information

2. **New Jersey Core Curriculum Standards**
   a. Overview
   b. Curriculum Standards by Content

3. **National Content Standards**
   a. Introduction
   b. Content Specific Standards

4. **Bloom’s Taxonomy**
   a. Low Level Thinking Skills
   b. Critical Thinking Skills
   c. Questioning Techniques

5. **Renaissance Group’s Teacher Work Sample**
   a. Contextual Factors
   b. Learning Goals
   c. Assessment Plan
   d. Design for Instruction

6. **Educational Theory / Theories of Curriculum Design**
   a. Educational Theorists
   b. Theories of Curriculum Design
   c. Matches and Mismatches between Theorists and Curriculum Design

7. **Teaching/Learning Methods:**
a. Whole and small group instruction, pair work, and individual independent groupings.
b. Technology-based research and demonstrations.
c. Micro-teaching and peer teaching demonstrations.
d. Reflective, self-evaluative journal writings.
e. Individual and group presentations.
f. Lecture and discussion.
g. Films/ video clips / other media.

8. **Evaluation Methods:**
a. Student Learning Outcome #1: Contextual Factors from Teacher Work Sample
b. Student Learning Outcome #2: Learning Goals Assignment from Teacher Work Sample
c. Student Learning Outcome #3: Assessment Plan Assignment from Teacher Work Sample
d. Student Learning Outcome #4: Design for Instruction from Teacher Work Sample
e. Student Learning Outcome #5: Educational Theorist Paper

9. **Recommended Textbook/Readings:**


10. **Preparers’ Names and Date:** Kelly McNeal (January 2011)

11. **Original Department Approval Date:** Burton Weltman (December, 2004)

12. **Reviser’s Name and Date:** Kelly McNeal & Kathleen F. Malu (March 2011)

13. **Department Revision Approval Date:** April, 2011

14. **Bibliography:**


**15. Websites:**

http://billayers.org/
http://www.actfl.org
http://www.aera.net
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http://www.nctm.org
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http://www.state.nj.us/education