Johns Hopkins University
School of Education

ED.813.822 Effective Practices in Teaching and Learning II: General Educators
and
ED.813.832 Effective Practices in Teaching and Learning II: Special Educators
and
ED. 813.842 Effective Practices in Teaching and Learning II: ESOL Educators

Instructor: Please refer to Instructor tab on the left navigation bar in your online course.

Credits: 3 graduate credits

Course Description:

In this course, educators will build upon their learning from *Effective Practices in Teaching and Learning I* to acquire knowledge and skills of research-based effective practices in teaching and learning. Through a combination of coaching and online modules of various educational topics, educators will reflect upon their practice and apply instructional skills to motivate their students to achieve at the highest academic level.

ED. **813.822** Educators will select online modules that best address their development as a transformational general education teacher.

ED. **813.832** Educators will select online modules that best address their development as a transformational special education teacher. Educators will also receive instruction in research-based interventions and use of differentiated instruction to address the students with special needs within their classrooms.

ED. **813.842** Educators will select online modules that best address their development as a transformational teacher of English to Speakers of Other Languages. Elements of effective ESOL education will be highlighted.

Program Outcomes met in this course:
Candidates will:

- Engage students with rigorous content

- Plan purposefully and executive effectively to reach the vision/goal; work relentlessly to maximize learning and continually increase effectiveness

Interstate Teacher Assessment and Support Consortium Standards (InTASC)
- Standard #1: Learner Development
- Standard #2: Learner Differences
- Standard #3: Learning Environments
- Standard #4: Content Knowledge
- Standard #5: Application of Content
- Standard #6: Assessment
- Standard #7: Planning for Instruction
- Standard #8: Instructional Strategies
- Standard #9: Professional Learning and Ethical Practice

Maryland Teacher Technology Standards
- I. Information Access, Evaluation, Processing and Application
- II. Communication
- III. Legal, Social and Ethical Issues
- IV. Assessment for Administration and Instruction
- V. Integrating Technology into the Curriculum and Instruction
- VI. Assistive Technology
- VII. Professional Growth

Council of Exceptional Children
- Standard #3: Individual Learning Differences
- Standard #4: Instructional Strategies
- Standard #5: Learning Environment and Social Interactions
- Standard #6: Communication
- Standard #7: Instructional Planning
- Standard #8: Assessment
- Standard #9: Professional and Ethical Practice
- Standard #10: Collaboration

Course Objectives/Outcomes:

See Individual Module Descriptions

Required Text and Other Materials:

See Individual Module Descriptions

Assessments:

See Individual Modules

Digital Portfolio:

The Digital Portfolio provides an opportunity for students to apply theory, strategies and methods to classroom practice in a supportive environment. It is a collection of sample artifacts that provides evidence of the students' skills and professional growth. In addition, the Portfolio is also used as a tool for self-reflection during the program and the formation and monitoring of professional goals. Within each module you will be instructed as to which artifacts should be saved and submitted to the Portfolio.

Evaluation and Grading:

Students are required to take three modules in this course. The final grade for this course is determined based on the total number of points earned in the module:

Module 1: 75 points

Module 2: 75 points

(For more specific grading information, see the Individual Modules.)

Grading Scale: The following grading scale will be used in all courses in this program.

A = 95-100

A- = 90-94%

B+ = 86-89%

B = 80-85%

B- = 77-79%

C+ = 73-76%

C = 70-72%

F = 69% or below

Note: The grades of D+, D, and D- are not awarded at the graduate level.

Expectations:

As Assessments, Discussions and other Assignments are essential to the instructional process, it is expected that students will plan ahead and spread out their workload so that unanticipated

events do not result in major delays in meeting deadlines. Unless there is a documented serious/chronic illness or serious emergency, the assignment grade will be reduced by 10%.

Course Outline:

See Individual Modules.

Religious Observance Accommodation Policy:

Religious holidays are valid reasons to be excused from class. Students who must miss a class or examination because of a religious holiday must inform the instructor as early in the semester as possible in order to be excused from class and to make arrangements to make up any work that is missed.

Statement of Academic Continuity:

Please note that in the event of serious consequences arising from the H1N1 flu pandemic and/or in other extraordinary circumstances, the School of Education may change the normal academic schedule and/or make appropriate changes to course structure, format, and delivery. In the event such changes become necessary, information will be posted on the School of Education web site.

Classroom Accommodations for Students with Disabilities:

If you are a student with a documented disability who requires an academic adjustment, auxiliary aid or other similar accommodations, please contact Jennifer Eddinger in the Disability Services Office at 410-516-9734 or via email at soe.disabilityservices@jhu.edu.

Statement of Diversity and Inclusion:

Johns Hopkins University is a community committed to sharing values of diversity and inclusion in order to achieve and sustain excellence. We believe excellence is best promoted by being a diverse group of students, faculty, and staff who are committed to creating a climate of mutual respect that is supportive of one another's success. Through its curricula and clinical experiences, the School of Education purposefully supports the University's goal of diversity, and, in particular, works toward an ultimate outcome of best serving the needs of all students in K-12 schools and/or the community. Faculty and candidates are expected to demonstrate a commitment to diversity as it relates to planning, instruction, management, and assessment.

IDEA Course Evaluation:

Please remember to complete the IDEA course evaluation for this course. These evaluations are an important tool in the School of Education's ongoing efforts to improve instructional quality and strengthen its programs. The results of the IDEA course evaluations are kept anonymous— your instructor will only receive aggregated data and comments for the entire class. Typically, an email with a link to the online course evaluation form will be sent to your JHU email address approximately 85% of the way through the course. Thereafter, you will be sent periodic email reminders until you complete the evaluation. The deadline for completing the evaluation is normally one week after the last meeting of class. Please remember to activate your JHU email

account and to check it regularly. (Please note that it is the School of Education's policy to send all faculty, staff, and student email communications to a JHU email address, rather than to personal or alternative work email addresses.) If you are unsure how to activate your JHU email account, if you're having difficulty accessing the course evaluations or you haven't received an email reminder by the day of the last class, or if you have any questions in general about the IDEA course evaluation process, please contact Jenna Ballard 410- 516-9755(jballard@jhu.edu).

Bibliography:

See Individual Module Descriptions.