

MESABI RANGE COMMUNITY & TECHNICAL COLLEGE

Course Outline

Course Title: Effective Classroom Teachers
Semester Course Prefix and Number: EDUC 2417
Old Quarter Course Prefix and Number:

Submitted By: Dawn Olson
Approval Date: December 2013
Revision Date:

Number of Credits: 4 **Number of Lecture Credits:** 4
Semester(s) Offered: Summer **Number of Lab Credits:** **Number of Lab Hours:**
Class Size: 35
Number of Studio/Demonstration/Internship Credits:
Negotiated by AASC on:
(date)

Course Purpose Code:

- 0 – Developmental Courses
- 1 – Non-transferable
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 – Other college course not considered a part of MNTC (e.g. computer science, health, physical education)
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements or intended for transfer.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

Catalog Description:

This pragmatic course will provide classroom instructors with essential knowledge and skills in order to further their professional development as well as meet the State of Minnesota Clock Hour Requirements for K-12 licensed teachers in the areas of: positive behavioral intervention strategies, further reading preparation, recognizing key warning signs of early-onset mental illnesses, adapting the learning environment to meet the needs of diverse learners, and integrating technology in order to increase student engagement.

Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s):
Reading Prerequisite: College Level
Composition Prerequisite: College Level
Mathematics Prerequisite:

Career Programs and Transfer Majors Accessing this Course:

Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:

(Notes: No more than two goals may be met by any one course. AASC review and the Chief Academic Officer's approval are required.)

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| 0. <input checked="" type="checkbox"/> None | 6. <input type="checkbox"/> The Humanities and Fine Arts |
| 1. <input type="checkbox"/> Communications | 7. <input type="checkbox"/> Human Diversity |
| 2. <input type="checkbox"/> Critical Thinking | 8. <input type="checkbox"/> Global Perspectives |
| 3. <input type="checkbox"/> Natural Sciences | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning | 10. <input type="checkbox"/> People and the Environment |
| 5. <input type="checkbox"/> History and the Social and Behavioral Sciences | |

Learning Outcomes: (including any relevant competencies listed in the Minnesota Transfer Curriculum)

Upon completion of this course, the student will be able to:

Compare current behavioral intervention strategies with new research to develop an appropriate behavior intervention action plan.

Assess current instructional strategies.

Incorporate “Differentiated Learning” and “Understanding by Design” in order to reach all learners.

Define phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension

Create a lesson plan which demonstrates the application of a balanced reading instruction program which includes: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension.

Research and apply best practices in reading instruction.

Identify the key warning signs of early-onset mental illnesses in children and adolescence.

Summarize the importance and implications of the Adverse Childhood Effects Study.

Develop a classroom resource center which contains current referral services for professionals, parents, and students.

Demonstrate the integration of three new technologies which engage student learning.

Incorporate three types of assistive technology into a unit of study.

Articulate the most effective accommodations, modifications, materials, and learning environments for a diverse group of learners.

Student Assessment Methods:

Lesson plans, action plans, video, instructional unit, case studies, reflection journal.

Use of Instructional Technology: (includes software, interactive video and other instructional technologies): D2L, various assistive technologies, iPad, iPod, Smart Board, Tele-presence classroom.

Additional Special Information: (special fees, directives on hazardous materials, etc.)

Transfer Information: (Please list colleges/majors that accept this course in transfer.)

Affiliated Mesabi Range College Courses and Programs:

Approvals:

Body	Representative Signatures	Date
Faculty Association		
Academic Affairs Standards Committee		
Chief Academic Officer		

Distribution: Original – Instructional Services
Copies: Transfer Specialist, Originating Faculty Member, Records
Revised: December 2012