University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Spring 2023

ALEC 805 Teaching Portfolio: Exploring Students' Teaching Effectiveness

Becky Haddad
University of Nebraska-Lincoln, haddad@unl.edu

ALEC 805: Teaching Portfolio

A FIRST Project

Contents

Memo 1

Objectives of the Peer Review Course Portfolio

The fall of 2023 brought the first opportunity to teach ALEC 805 in its redesigned format; I taught the course in person synchronously and via Canvas asynchronously for distance delivery. I used it for the FIRST project to support the redevelopment while evaluating progress and continued development of the course. I was especially curious about supporting teaching through understanding learning and how we can explore breaking away from formulaic means of teaching about teaching to embrace opportunities to understand our learners. Advanced Teaching Strategies is the first graduate course I've taught, and I often struggled with the balance of rigor/challenge across the various teaching experiences of my students (some with undergraduate degrees in teaching and some with no background in teaching at all). I wanted to explore how to elevate students on parallel trajectories, even if they don't all end at the same teaching competency.

I wanted to bring additional intention to teaching teaching. Several struggles prompted this intention:

1) A desire to support students in transfer while addressing them at an appropriate level (i.e., I don't want them to feel like I'm treating them like high schoolers, recognizing that unless something is intentionally called out, it is often missed as an example)

2) Making the abstract and concrete without assigning meaning and uptake for students and allowing them to forge their own approach to teaching and learning.

Despite an 12-year career in education, this was the first time I engaged in creating a course portfolio, and I enjoyed documenting my teaching, refining my course, and better understanding how to use my teaching as a scholarly endeavor. Overall, set out with a goal to create a portfolio reflective of how students developed as teachers through the work of the course; to better use my assessment data to understand how learning outcomes are met. I believe FIRST helped me accomplish that goal.

Description of the Course

ALEC 805: Advanced Teaching Strategies focused on utilizing innovative teaching strategies for varying levels of teachers in a variety of contexts (e.g., new/non-teachers, practicing teachers, community college instructors, extension faculty, graduate assistants). The course content centered on employing student learning models, utilizing pedagogical content knowledge, applying principles of learning design, and implementing learning technologies for graduate students. Graduate students in Agricultural Leadership, Education, and Communications (ALEC) are required to take the course, but it is open to any graduate student in the College of Agriculture Science and Natural Resources (CASNR) and beyond. In the in-person section, students are often Graduate Assistants (GAs), but have varying career trajectories including faculty, extension, and corporate training/development. Fall 2023 was unique in student composition, having half the students as ALEC GAs and half not, as well as half the students being international students. Career trajectories were similarly split with about half focused on formal education and half on informal settings. Students in this course had wide-ranging experience with teaching; some had none and had not really had teaching on their radar, while others had undergraduate degrees in education.

The course fits variously into our graduate program; by and large, it supports the teaching acumen of graduate students in their current roles as GAs and supports developing teaching in students

preparing for faculty roles. While supporting graduate education, the goals align less with the overall outcomes of the graduate program (Ph.D. and M.S.) and more with the current and future teaching roles students will occupy. Usually, students take this course during the first term of their Ph.D. program or their second year of their M.S. Given this, ALEC 805 stands alone in our graduate program to support the development of and preparation for teaching in agricultural leadership and related disciplines.

Broadly, my course goals and aligning unit questions ask students to:

1. Employ student learning models (how do people learn?)
2. Determine misconceptions to address key audience needs (where do people go wrong?)
3. Engage key principles of learning design (how do we support learning?)
4. Implement learning technologies (how do we know learning happened?)

We operationalized these goals using the How People Learn II framework to harness learning in a variety of contexts (recognizing students may be teaching in classrooms or in non-formal settings like extension workshops or field days). In general, students should leave the course with a working knowledge of learning and an ability to plan for learning (both in scope & sequence and in the smaller segments). I wanted students to understand teaching as an art and learning as a science, both of which require practice, time, and mistakes to master. I hope they retained ways to support learning in their contexts knowing they can only create the environment for learning—they cannot force anyone to learn. I wanted them to leave with a willingness to ask questions, risk, fail, and try again. Through experience, I hope they learned teaching is an effort of errors through relationship and that they will learn as much as they teach—as long as they are open to learning themselves, they will be successful as educators.

The goals are further operationalized in the course through the How People Learn II framework (NAP) as they are brought to practice through strategies in Teach Like a Champion (Lamov) and The Expert Teacher (Mead). Students explored how people learn while practicing strategies to support and engage learning in their own contexts. The goals for the course are parsed down into smaller learning objectives aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) learning progressions to support development by providing evidence of progress toward standards of effectiveness in teaching. Students must meet these goals to meet the needs of their future learners.

Within the three-hour block of the course each week, good teaching was both modeled and practiced. We reviewed readings and discussed new ideas while practicing and reflecting on strategies to support learning. Students prepared for this course through reading and audio materials, laying the groundwork to continue developing habits of effectiveness and practice. As the course progressed, students practiced employing learning theories through teaching strategies via practices in class and outside of class with an audience of their choosing. Reflective writing was an essential component of supporting students' development as educators.

Memo 2
Teaching Methods/Course Materials/Course Activities

During my contact time with students in ALEC 805: Advanced Teaching Strategies, we relied heavily on group discussion interspersed with active learning activities (e.g., gallery walk, illustration, role play, demonstration, practice/feedback/work sessions, edtech reading reviews) to engage students in making teaching principles their own. We used discussion to engage students in the process of working with ideas of effective teaching, learning, and planning for instruction. This helped students describe their own teaching and learning style and preferences, analyze the foundations of their beliefs about teaching, and explain how learner characteristics impact their learning. The other active learning methods helped students take theory into practice as they met course goals pertaining to applying learning theories in actual teaching situations, demonstrated a range of teaching methods, constructed assessment strategies, designed instructional units, and gave and received feedback on teaching. Many of these methods resulted in debriefs that allowed me to formatively assess how students were interacting with ideas and adopting tenets of effective teaching in their own practice or generate data (from items such as feedback sessions and reading reviews) to support future planning and preparation.

Outside of class, students extended what we did in class through independent practice. Many of the activities we practiced in class provided the example to finish after contact time concluded. Students developed instructional plans, prepared for facilitation, developed a scope and sequence and course syllabi, wrote a learner profile, processed reflective writing, and engaged in reading. Each assignment outside of class extended from guided practice in class to independent practice outside of it. Since many of the students in this class were first time teachers, I aimed to provide students an example of what they would need to complete outside of class through guided practice and then allowed them to complete the task independently as they made it their own. In this way, the out-of-class activities supported the same class objectives as the in class activities, with the addition of reflecting on practice to improve teaching.

Since this class focused on developing effective educators, we used the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and Learning Progressions for effective teaching. We used this standard to align and assess each assessment to provide students feedback on their progress toward effective teaching through the work of the class via rubrics. Since these students may or may not have teaching experience, I generally expected them to be at a developmental level at the end of the term with clear evidence and opportunities for next steps of development.

For course materials, we used the How People Learn II Report from the National Academies Press and *The Expert Teacher* by Darren Mead. We also interspersed strategy resources from Teach Like a Champion (Lamov) and Teach Outside the Box (Johnson). These materials supported students in developing a context for teaching based on the science of learning. They supported students in making instructional decisions based on current knowledge about how the brain works and what conditions best support learning.

Overall, the methods I chose to use reflected the methods I asked students to engage as budding teachers. I added method and strategy call outs to my visual aids to support students in developing additional context for what teaching looks like and to make instructional decisions more apparent. As a

former high school teacher and current teacher educator, my discipline has a huge impact on my choices. It's imperative that I model and practice what I ask students to do, both as a good example, and in good faith practice knowing we're focused on developing effective teaching.

This is a standalone teaching course in our graduate program. It is open to all graduate students to support their teaching endeavors regardless of major. As such, it links to the broader curriculum recognizing all the ways that people teach across their career. Regardless of a formal or non-formal effort, people often find themselves teaching, and this course and its chosen methods help build that across their career.

Memo 3
Analysis of Student Learning

One of the biggest reasons I was interested in participating in FIRST was to learn more about documenting student learning, discussing student achievement, and reporting student learning as data. The below memo outlines these areas for ALEC 805: Advanced Teaching Strategies.

Documentation of Student Learning

There are several assessment components to ALEC 805, but for this portfolio, I focused on student development toward teaching progressions to support learning. Two key assessments supported this documentation:

- Reflection 1: My Teaching Roots, asked students to answer **What are my teaching roots?**

- Final Assessment: Educational Philosophy, asked students to answer **How can we engage teaching to support learning?**

Reflection one, assigned the first day of class, asked students to recall their own experiences as a student and the teachers they had. Specifically, the prompt asked them to consider: What are your good or not-so-good experiences? Do you have teachers who were your all-time favorites? Some not so good? What did these experiences teach you about the role of a teacher? What qualities would you like to possess as a teacher? As a result of your experiences and the qualities you value in teaching, what teaching methods would you choose for your own teaching? What are your learning goals for yourself as a teacher? How do you plan to embody and operationalize our definition of teaching?

Having answered those questions, students were directed to examine their own thoughts to synthesize the key ideas forming their teaching roots. They were specifically directed to avoid summarizing theories to instead focus on how those roots came to be. The prompt asked for specific examples to illustrate generalizations while alleviating requirements to discuss teaching and learning theory directly. This reflection was specifically assessed based on students articulation of InTASC standards one and three:

- Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

The final educational philosophy asked students to consider how they would engage teaching to support learning. Students were directed to return to their teaching roots and use those roots to ground the ideas presented throughout their philosophy in terms of:

- the role of a teacher in developing learners
- the needs of learners met by the program you facilitate

- the process of delivery that best supports learners needs and program goals
- the context of your delivery and the environment you plan to provide

Qualitative Data

The first assignment, reflection one, focused students on how students in ALEC 805 come to teaching. The reflection prompt asked students to answer the question: **What are my teaching roots?** Students explore the roots of their beliefs and values about teaching. This initial look at students' perceptions decentered theory in an effort to ascertain how students come to teaching. I approached these reflections using content analysis to identify themes related to the InTASC standards undergirding the course, as well as the prompts comprising the first reflection. The first reflection served as a baseline with the final educational philosophy serving as the culminating data source outlining how students have grown in their understanding of supporting learning over the term.

In reviewing students' initial reflections, I initially deductively coded each individual statement (complete sentences) as they pertained to the assignment prompt, including beliefs, values, positive and negative experiences, role of the teacher, qualities to embody, methods to enact qualities, goals, and opportunities. Table 1 outlines the prompt component concentration of the 226 statements captured from students in their initial reflection.

Table 1. *Student teaching roots prompt component concentration*

	Students Responding (*n* = 10)	Statements (*n* = 226)
Beliefs	3 (30%)	9 (4%)
Values	7 (70%)	29 (13%)
Positive Experiences	10 (100%)	59 (26%)
Negative Experiences	8 (80%)	41 (18%)
Role of a Teacher	4 (40%)	11 (5%)
Qualities to embody	10 (100%)	36 (16%)
Methods to Embody Qualities	7 (70%)	23 (10%)
Goals	7 (70%)	12 (5%)
Opportunities	1 (10%)	1 (<0.01%)

Note: All reflective statements coded to a component of the prompt

For this first assignment, students drew heavily from their own experience (Figure 1). This is not surprising, considering they were both prompted to do this, and their experience formed the bulk of their knowledge about teaching and learning coming into the course. Students drew heavily from positive learning experiences. All students discussed positive learning experiences as formative to their teaching roots, as well as qualities they wanted to embody as educators.

Figure 1. *Student teaching roots comments by prompt component*
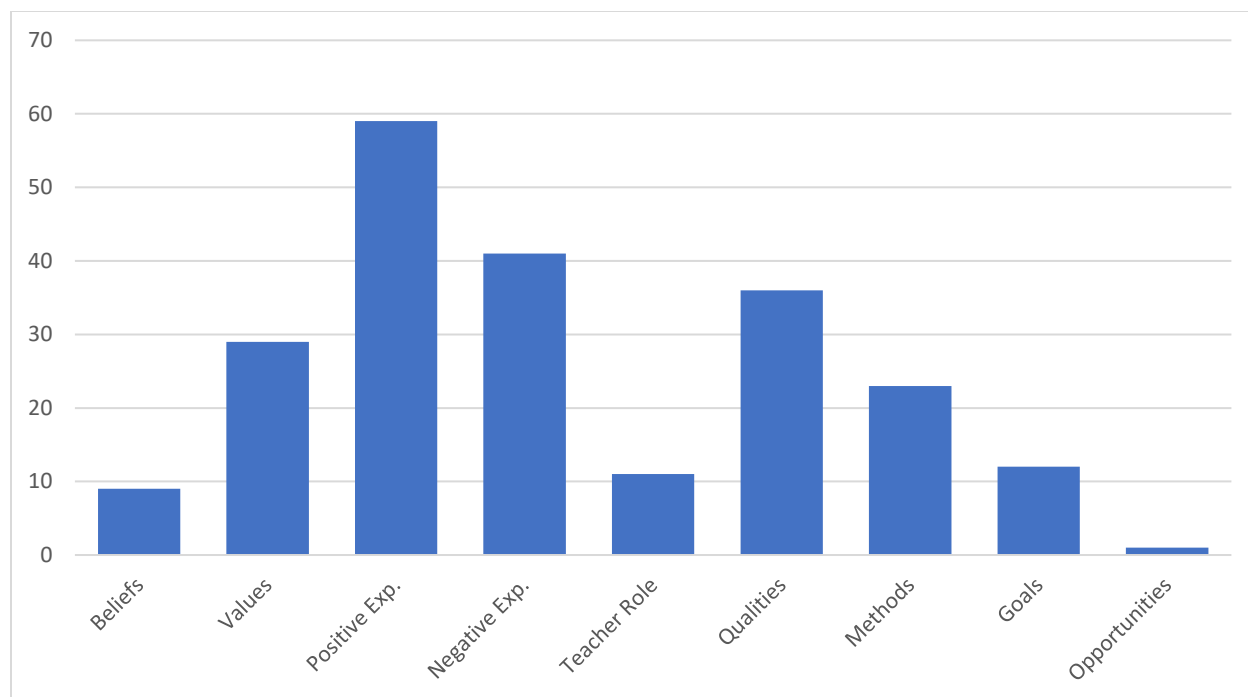
Following initial prompt coding, all statements were recoded (though left in color to align with the initial prompt coding), relative to the InTASC standards assessed for the first reflection. InTASC standards one and three break down into the following subcategories:

- InTASC 1a: Understands how learners grow and develop
- InTASC 1b: Recognizes patterns of learning and development vary individually
- InTASC 1c: Accounts for variation within and across cognitive, linguistic, social, emotional, and physical areas
- InTASC 1d: Designs and implements developmentally appropriate and challenging learning experiences
- InTASC 3a: Works with others to create environments that support individual and collaborative learning
- InTASC 3b: Encourages positive social interaction, active engagement in learning, and self-motivation

By prompt, student statement alignment is outlined in Table 2. Recognize multiple statements could code to other InTASC standards as well, future studies could produce additional information about how students used the same ideas to talk about similar qualities of effective educators.

Table 2. *Student teaching roots statements by prompt alignment*

	Beliefs	Values	Positive Experiences	Negative Experiences	Role of A Teacher	Qualities	Methods	Goals	Opportunities	Total (n = 198)
1a	4 (2%)	1 (0.5%)	1 (0.5%)	2 (1%)	0	3 (1.5%)	0	1 (0.5%)	0	12 (6%)
1b	2 (1%)	4 (2%)	4 (2%)	5 (2.5%)	0	7 (3.5%)	5 (2.5%)	3 (1.5%)	1 (0.5%)	31 (16%)

1c	2 (1%)	5 (2.5%)	6 (3%)	0	0	3 (1.5%)	5 (2.5%)	2 (1%)	0	23 (12%)
1d	0	10 (5%)	11 (5.5%)	9 (4.5%)	1 (0.5%)	6 (3%)	2 (1%)	1 (0.5%)	0	40 (20%)
3a	0	3 (1.5%)	14 (7%)	3 (1.5%)	4 (2%)	7 (3.5%)	5 (2.5%)	1 (0.5%)	0	37 (19%)
3b	1 (0.5%)	6 (3%)	11 (5.5%)	16 (8%)	6 (3%)	8 (4%)	3 (1.5%)	4 (2%)	0	55 (30%)

Note: 28 statements (12%) did not code to InTASC standards, as they were either connecting sentences, expressed a lack of knowledge, or aligned with standards not representative of this inquiry

On the first assignment (Figure 2), students focused heavily on encouraging positive social interaction, active engagement in learning, and self-motivation (i.e., InTASC 3b, building relationships and active learning). Recognizing many focused on the relationships built with them as they discussed positive learning experiences, this is not a surprising finding. A notable finding, however, shows little discussion regarding how learners grow and develop. While expected for non-educators to come into a graduate teaching class with relatively little educational theory background, it bears reminding for those teaching introductory or skill-focused courses: non-educators (or other non-field experts) are not approaching from the same frame of reference and likely need an opportunity to be introduced to and synthesize key ideas from the foundational theory grounding the practices purveyed in class.

Figure 2. *Student teaching roots comments by InTASC standard alignment*

Note: Figure 2 is for visualization and not intended to be legible

The final educational philosophy assessment asks students to answer the question: **How can we engage teaching to support learning?** Students return to identifying their teaching roots (from reflection 1) and use those roots to ground the ideas presented throughout their philosophy. They are asked to address these roots around the following key points: the role of a teacher in developing learners, the needs of learners met by the program you facilitate, the process of delivery that best supports learners needs and program goals, the context of your delivery and the environment you plan to provide. Finally, they conclude by summarizing how their key ideas tied back to the root of who they are as an educator.

I used content analysis to identify alignment with the InTASC standards for the final philosophy, following a similar process to the first reflection. In reviewing students' final educational philosophies, I deductively coded each individual statement as it pertained to the original Teaching Roots reflection prompt. Each statement was coded based on alignment with beliefs, values, positive and negative experiences, role of the teacher, qualities to embody, methods to enact qualities, goals, and opportunities to allow for comparison in how students talked about teaching from the beginning of the term to the end of the term. Future analysis may code to compare both writing samples based on the educational philosophy prompt. Table 3 outlines the prompt component concentration of the 373 statements captured from students.

Table 3. *Final education portfolio prompt concentration (aligned with teaching roots prompt)*

	Students Responding (n = 10)	Statements (n = 373)
Beliefs	10 (100%)	86 (23%)
Values	10 (100%)	42 (11%)
Positive Experiences	4 (40%)	11 (3%)
Negative Experiences	2 (20%)	2 (0.5%)
Role of a Teacher	9 (90%)	42 (11%)
Qualities to embody	10 (100%)	69 (18%)
Methods to Embody Qualities	10 (100%)	115 (31%)
Goals	4 (40%)	6 (2%)
Opportunities	0	0

Note: All reflective statements coded to a component of the prompt

For this final assignment, students relied more on teaching methods and articulating their beliefs about teaching (Figure 3). While the intent of the class, students were not prompted to address these as directly as they were in their teaching roots reflection. For example, the teaching roots reflection prompt directed students to reflect on each aspect coded. The only item specifically mentioned in the education philosophy prompt was "role of the teacher." While only 11% of the statements focused here, one could argue the role of the teacher is very much embedded up in the methods used to embody qualities of good teachers. In the educational philosophy coding, "role of the teacher" statements were coded as such if the statements directly implied a "should" or "must." For example, "Teachers must use a scaffold approach where students can move from simply evaluating material to analyzing and applying the material," (which also implies a belief or a theory) or "My role as the teacher is to provide students with experiences that teach them the information they need to know and ensure that I stay in collaboration with my community" (which also addresses values).

Figure 3. *Student educational philosophy statements by prompt component (aligned with teaching roots prompt)*
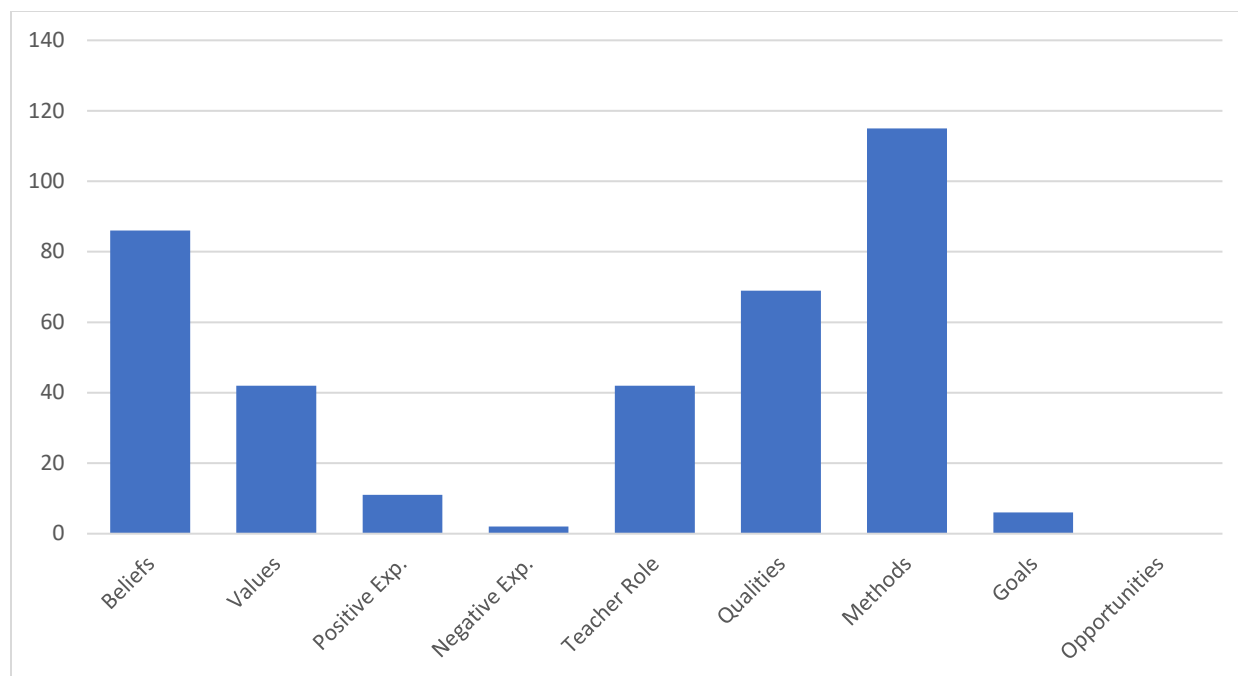
Note: The image is shared as a visual representation of the data presented in table form, and not intended to be legible

Perhaps most noteworthy is the shift away from experience. This is particularly interesting as a reflection on instruction. The assignment prompt directs students back to their teaching roots reflection, in which they heavily emphasized their positive experiences with teaching and learning. Students also shifted from discussing qualities they wanted to embody to concrete methods and strategies they planned to use. Notably, few students book ended their philosophies with intentional ties back to their teaching roots, and only one emphasized a metaphor to synthesize their thinking.

Following initial prompt coding, all statements were recoded (though left in color to align with the initial prompt coding), relative to the InTASC standards assessed for the first reflection, and based on the subcategory breakdown discussed above. By prompt, student statement alignment is outlined in Table 4. Recognizing multiple statements could code to other InTASC standards as well, another look at the data or future studies could produce additional information about how students used the same ideas to talk about similar qualities of effective educators.

Table 4. *Student educational philosophy statements by prompt alignment (aligned with teaching roots prompt)*

	Beliefs	Values	Positive Experiences	Negative Experiences	Role of A Teacher	Qualities	Methods	Goals	Opportunities	Total (*n* = 278)
1a	12 (4%)	4 (1%)	0	0	4 (1%)	2 (<1%)	1 (<1%)	0	0	23 (22%)
1b	14 (5%)	6 (2%)	4 (1%)	0	4 (1%)	10 (4%)	12 (4%)	0	0	50 (18%)
1c	9 (3%)	3 (1%)	1 (<1%)	2 (<1%)	1 (<1%)	5 (2%)	16 (6%)	0	0	37 (13%)
1d	15 (5%)	7 (3%)	2 (<1%)	0	9 (3%)	14 (5%)	21 (8%)	2 (<1%)	0	70 (25%)

3a	10 (4%)	7 (3%)	1 (<1%)	0	10 (4%)	13 (5%)	13 (5%)	0	0	54 (19%)
3b	13 (5%)	2 (<1%)	0	0	4 (1%)	12 (4%)	10 (4%)	2 (<1%)	0	43 (15%)

Note: 95 statements (25%) did not code to InTASC standards, as they were either connecting sentences, metaphorical, or aligned with standards not representative of this inquiry

On the final educational philosophy, students' statements were more evenly distributed and focused more on implementing developmentally appropriate and challenging learning experiences (InTASC 1d, Figure 4). Recognizing students focused more heavily on methods, the standards alignment tracks with the content of their statements. In addition, as noted in the initial teaching reflection, students discussed how learners grow and develop the least (though in a higher number of statements than they did in the initial reflection).

Figure 4. *Student educational philosophy statements by InTASC standard alignment*

Note: Figure 4 is for visualization only and is not intended to be legible

Discussion of different levels of student achievement

When preparing teachers, we discuss the goal of teaching is not to bring all students to the same level of achievement. Rather, the goal is to keep our learners on parallel trajectories. Everyone improves, even if not all improve to the same level. In addition to the examples of student data use

outlined above, standards-based grading in ALEC 805 provides students feedback on their progress within each standard of effective teaching. Since, for many students, this is the first class they have had on teaching, the developing level of the teaching progression is most appropriate as anexpectation for growth over the term.

Most assessments aligned closely with one or two of the InTASC Standards, but as a culminating assignment, the final educational philosophy assesses evidence of all ten InTASC standards. By the final, these are assessed complete/incomplete (i.e., demonstrated/did not demonstrate) as students have already provided significant evidence through reflections, assessments, facilitation, and class discussions of their individual growth as educators. Student grades are not incorporated as additional evidence here, as they do not permit a granular look at students' progress around specific learning progressions.

In evaluating levels of student achievement, Table 5 outlines the summary of statement concentration on the initial assignment compared to the final. Keep in mind, the final assignment prompted four times the word count (1000) of the initial reflection (250), so we would expect to see additional discussion around each item in a longer assignment. There was no change in the concentration of statements for values, goals, or opportunities between the two assignments. Where there was a substantial shift was in the discussion of methods to enact qualities of good teaching. An average 33% increase in conversation around methods is encouraging, considering the focus of the class (Advanced Teaching Strategies). This does not necessarily mean students learned that many more methods specifically from the course, but they left the course having the vocabulary to articulate them and connect them to good teaching.

Table 5. *Summary of statement concentration initial/final*

		Count	Sum	Average	Variance
Beliefs	Initial	3	14	4.7	7.61
	Final	10	86	8.6	
Values	Initial	7	29	4.1	<0.01
	Final	10	42	4.2	
Positive Experiences	Initial	10	59	5.9	4.81
	Final	4	11	2.8	
Negative Experiences	Initial	8	41	5.1	8.41
	Final	2	2	1	
Role of a Teacher	Initial	4	11	2.8	1.81
	Final	9	42	4.7	
Qualities to Embody	Initial	10	36	3.6	5.45
	Final	10	69	6.9	
Methods	Initial	7	23	3.3	33.62
	Final	10	115	11.5	
Goals	Initial	7	12	1.7	0.02
	Final	4	6	1.5	
Opportunities	Initial	1	1	1	0.50
	Final	0	0	0	

Table 6 outlines the statement concentration by InTASC standard for the initial reflection and final philosophy**.** Overall, there is no substantial change in variance that may not be accounted for in the prompt length, apart from InTASC 1d: Designs and implements developmentally appropriate and challenging learning experiences. This aligns with a heightened number of statements identifying

methods to support effective teaching. For future inquiries into this course, it would be interesting to map final teaching portfolios across the standards, allowing for alignment of statements to all reflected standards, to better understand how students identify with effective teaching across its various components.

Table 6. *Summary of statement concentration by InTASC Standard initial/final*

		Sum	Average (n=10)	Variance
InTASC 1a	Initial	12	1.2	0.61
	Final	23	2.3	
InTASC 1b	Initial	31	3.1	1.81
	Final	50	5.0	
InTASC 1c	Initial	23	2.3	0.98
	Final	37	3.7	
InTASC 1d	Initial	40	4.0	4.50
	Final	70	7.0	
InTASC 3a	Initial	37	3.7	1.45
	Final	54	5.4	
InTASC 3b	Initial	55	5.5	0.72
	Final	43	4.3	

Relative to the overall course learning by InTASC standard, students had the most development in articulating the design and implementation of learning experiences (InTASC 1d). This aligns with the course title, but again, these assessments do not allow speculation for the increased articulation being based on learning new instructional methodologies or naming ones long employed in their practice. Regardless, students left ALEC 805 better able to articulate effective teaching (at least in the domains of learner development and classroom environment) more clearly than when they entered. Students had modest growth around standards InTASC 1b (recognizing individual patterns of learning and development) and InTASC 3a (creating supportive environments for individual and collaborative learning). The least growth, however, showed in students' understanding how to articulate how learners grow and develop.

Summary

Reflection on the Course

Overall, based on the data above, ALEC 805 was successful in supporting students in articulating teaching methods and strategies. Given the data and extended discussion of potential learning considerations above, the following final recommendations for the course are under consideration.

Recognizing students started the course talking about how learners grow and develop the least of the assessed domains, it bears returning to this minimal growth in reflecting on the course design. Currently, the course only has one assignment related to orientation in teaching and learning theory: a mind map of theorists and their relationship to each other. Perhaps, this evidence warrants an extension of that assignment, reflecting on and articulating personal alignment with key theoretical ideas based on the teaching and learning theory exploration. In addition, providing further opportunities for students to support their practice based on theory may be warranted. However, this course intentionally provides the briefest overview of educational theory, while not explicitly advancing one single theory as the guiding framework for the course (though threads of experiential learning, constructivism, and others are clearly evident). This design is intended to provide opportunities to push students' teaching comfort zone without changing their core beliefs about teaching and learning.

To that point, there was a noted loss between the two assignments in students' discussion of their experience relative to their philosophy. The most marked drop was in all but eliminating discussion of negative teaching and learning experiences, while minimally drawing on positive ones, in favor of emphasizing personal beliefs and theoretical alignment. This may seem paradoxical to the above paragraph. Remember, this is by statement only rather than depth of thought or continued discussion. By taking such a granular approach to student work, there is no accounting for how well students talked about a theory. They may have brought it up and supported it, or added the phrasing without substantiating its incorporation.

Given this granularity, substantial changes to the course based on this data may not be warranted, but the trends point to considering minor adaptations. For one, including additional opportunities to reflect on the evidence around teaching practices may support solidifying additional theoretical incorporation. Anecdotally, this would align with verbal feedback collected from students on the last day of class suggesting additional opportunities to synthesize individual class periods to key "take home" messages would be helpful given the discussion-oriented nature of the class. Finally, in terms of assessing learning, reflection and assignment prompts may need to be addressed and brought into closer alignment. Even from a pedagogical standpoint without this data, asking students to reflect on eight different domains to inform their teaching roots may be a stretch. Given what was shared by students this term, these assignments may not be the place to express goals for growth and continued learning opportunities. Additional work may also be necessary, on the part of the instructor, to support incorporating experience into the final story to weave a philosophy based on current practice and knowledge rather than aspirations for the future.

This portfolio process supported my intended goal of documenting student learning, discussing student achievement, and reporting student learning as data. Perhaps because of the granularity of the project, I was not well situated to look at overall learning from the course, based on the intense focus on two individual standards and objectives. I am looking forward to opportunities to review each other course components relative to the final educational portfolio and the InTASC standards with which each align. I'm also looking forward to opportunities to share this learning with future classes of ALEC 805 while also exploring differences in the in-person compared to distance delivery options.

as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 232 Canfield Admin. Bldg.; 402-472-3787.

Counseling and Psychological Services
UNL offers a variety of options to students to aid them in dealing with stress and adversity. Counseling and Psychological Services is a multidisciplinary team of psychologists and counselors that works collaboratively with Nebraska students to help them explore their feelings and thoughts and learn helpful ways to improve their mental, psychological and emotional well-being when issues arise. CAPS can be reached by calling 402-472-7450. Big Red Resilience & Well-Being. (BRRWB) provides one-on-one well-being coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached by calling 402-472-8770.

Classroom Climate
Because the topics in this course may be emotionally charged or challenging for class members, I hope we can create an environment that is both intellectually productive and supportive for all. I realize there might be days when class members may choose to be silent. Beyond verbal participation, your active and supportive listening is also an important and valuable form of participation. I hope that we will continuously reflect upon our class processes so that we can build an inclusive intellectual community where all feel valued and supported in their learning.

Mutual Respect and Consideration
Given the content of the course, we may discuss topics that may be challenging or uncomfortable to you or to your peers. Please respect one another's prior experiences and viewpoints. When you speak about your opinions, speak only for yourself – please refrain from speaking on behalf of a group of people or from asking your peers to speak on behalf of a group of people. You are asked to listen respectfully to the opinions and beliefs of others even if you do not agree with them. Please use proper courtesy in online discussions and other communalizations. Disagreements and critiques are welcomed and encouraged when done in an environment of trust and respect.

Respect for Diversity
It is my intention to conduct this course in such a manner that a clear respect for diversity is maintained throughout the course content, activities, and with materials used. This includes respect for treatment of materials related to gender, sexual orientation, disability, age, socio-economic status, ethnicity (race, nation, or culture), race (physical characteristics transmitted by genes; body of people united by common history or nationality), culture (beliefs, customs, arts, and institutions of a society), and other differences. Feedback and suggestions are welcomed.

Religious Holidays
All attempts have been made to minimize conflict between this course and religious holiday observances. If you notice that there is an assignment due on a religious holiday that you observe, please let me know as soon as possible.
Diversity and Inclusion Policy
It is the policy of the University of Nebraska-Lincoln not to discriminate on the basis of sex, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin or sexual orientation in its educational programs, admissions policies, employment policies, financial aid, or other school-administered programs.

Video or Audiotaping Class Sessions
Due to the sensitive and controversial nature of some of the topics that will be discussed over the duration of the semester, all classes are closed to the Press/Media. No video or audio taping of class sessions is allowed unless you obtain my permission to do so.

Trespass Policy (Regents' Policy 6.4.7)
The areas of University academic, research, public service, and administrative buildings of the University used for classrooms, laboratories, faculty and staff offices, and the areas of University student residence buildings used for student living quarters are not open to the general public. Any person not authorized to be or remain in any such building area will be deemed to be trespassing on University property and may be cited and subject to prosecution for criminal trespass in violation of Neb. Rev. Stat., § 28-520 or § 28-521.

Institute of Agriculture and Natural Resources
Agricultural Leadership, Education & Communication
ALEC 805/TEAC 805/NUTR 806: Advanced Teaching Strategies
Tuesdays, Noon-2:50 | 102 Ag Comm Building
Instructor: Becky Haddad | haddad@unl.edu | 402.472.3477 | 237 Filley Hall

IN OUR GRIT, OUR GLORY.

Course Description: Contemporary and innovative teaching strategies, emphasizing learner-centered instruction, suitable to teaching in college and postsecondary institutions, outreach programs public schools, and other settings. Students participate in active learning as they apply learning theory in practice, prepare and demonstrate teaching methods, and plan for instruction in discipline areas of their choice.

Course Textbook:
National Academies of Sciences, Engineering, and Medicine. (2018). *How People Learn II: Learners, Contexts, and Cultures*. Washington, DC: The National Academies Press. https://doi.org/10.17226/24783

Mead, Darren (2019). *The Expert Teacher*. Independent Thinking. ISBN: 978-1781353110

Lamov, Doug. (2021). *Teach Like a Champion: 63 Techniques that put Students on the Path to College (3rd Eds)*. Jossey-Bass. ISBN: 978-1119712619

*Our **goal** is to expand knowledge about teaching and learning and improve practice of teaching methods, strategies, and skills which encourage student learning. As a full participant in this course, you, the student, at completion, should be able to:*

Learning Outcomes

- Describe your own teaching and learning style and preferences.
- Analyze the foundations of your own beliefs about teaching.
- Identify characteristics of effective teaching.
- Apply learning theories in actual teaching situations.
- Explain how learner characteristics have impact on their learning.
- Demonstrate a range of teaching methods which promote learning for a diversity of individuals in a variety of settings.
- Construct assessment strategies.
- Design an instructional unit for traditional or non-traditional settings.
- Give and receive constructive feedback on teaching.
- Reflect on practice to improve teaching.
- Make instructional decisions which encourage student learning.

Course Communication

Q & A DISCUSSION	EMAIL	OPEN OFFICE
We will have an active Q & A Discussion board on our Canvas page. This should be your first step in finding clarification, asking questions, or posing additional reflections and musings to share with the class. The more willing you are to share here, the more everyone in class benefits from additional discussions. Feel free to email with questions that are more personal.	During the week, I am most available via email. Expect an email reply or related action on Canvas within 24-48 hours of your email. If my delay impedes your ability to get work submitted on time, please know you can expect the same courtesy of flexibility returned to you. If your work will be late (life happens), you don't owe me an explanation and are not penalized for late work. However, I can only grade so much work in the term. I generally expect your work will be on time.	My office door is always open! I'm most available in the afternoons on Monday, Wednesday, and Friday, but am happy to meet with you anytime! Schedule an appointment with me at or just drop in. Feel free to use my office for live collaboration, getting your questions answered, clarifying directions or concepts, sharing think alouds, or addressing issues and concerns.

Institute of Agriculture and Natural Resources
Agricultural Leadership, Education & Communication
ALEC 805/TEAC 805/NUTR 806: Advanced Teaching Strategies
Tuesdays, Noon-2:50 | 102 Ag Comm Building
Instructor: Becky Haddad | haddad@unl.edu | 402.472.3477 | 237 Filley Hall

Teaching & Learning

We will use various instruction, assignment, and assessment strategies to both model teaching and assess your progress. All assignments are due by midnight (central) on the Sunday after they are assigned unless otherwise noted on Canvas and should be submitted via the Canvas LMS. I will make every effort to return feedback within the week. Please submit professional work in all aspects: tone, grammar/style, spelling/mechanics, and vocabulary. Please ask for assistance in advance of the due date. I am happy to help!

A Note on Active Learning: Before we review the course requirements, I'll offer a quick reminder regarding active learning. Active learning is a method that actively or experimentally involves students in the learning process. There are a few ways this will look different from a traditional lecture course.

1) We will rely heavily on Canvas for course support, including readings and assignments.	Each week, you should
2) I will not lecture on the content presented in text or on Canvas. You have access to that information and should come to class prepared to engage.	✓ Review Canvas before our first class of the week to read and review assignments
3) Since so much of our class will involve active experimentation with the concepts, I will provide reminders about assignments and may overview them once. It will be your responsibility to review assignments well in advance of the due date to achieve any needed further clarity.	✓ Come to class ready to ask questions related to the reading and assignments
	✓ Participate in class by asking questions and applying reading/listening assignments
	✓ Complete assignments prior to Sunday at 11:59 PM

Throughout this course we will model various strategies and best practices which encourage and support learning. The course relates theory to practice and provide the opportunity for performance. Students will make three teaching presentations (with the time to be determined by the number of students in the class), engage in weekly discussions, participate in group work, and other active instructional exercises. Together we will work to make learning happen in the course. You will leave this course with artifacts toward a teaching portfolio. As a learner-participant you are invited to set forth expectations, enter constructive dialog, and reflect on experiences.

Teaching has many adventures and misadventures. My goal is to build a learning community among us to make this an informative, interactive, hands-on, learning experience for everyone. Whenever questions, issues, or problems arise, please do not hesitate to contact me. I am looking forward to getting to know each of you!

Institute of Agriculture and Natural Resources
Agricultural Leadership, Education & Communication
ALEC 805/TEAC 805/NUTR 806: Advanced Teaching Strategies
Tuesdays, Noon-2:50 | 102 Ag Comm Building
Instructor: Becky Haddad | haddad@unl.edu | 402.472.3477 | 237 Filley Hall

Evaluation of Student Learning

A Note on Standards Based Grading: This course uses standards-based grading to provide assessment feedback. We use standards-based grading to:

- **Focus on progress.** Throughout your program and this course, we are focused on developing human potential. Standards-based grading will help demonstrate a progression toward effective teaching
- **Provide lots of practice.** Our assessments are always redoable. The purpose of each assessment aligns with the standard it's intended to demonstrate, so redoes promote relearning.
- **Generate feedback.** Assessment grading will focus heavily on feedback. All grades except the final will be returned as met/unmet (redo)

To support standards-based grading, we'll use the InTASC standards. InTASC is a model for core teaching standards and learning progressions for teachers. Even if you are not planning to become an educator in a formal setting, you will likely find yourself teaching throughout your career. This course provides several opportunities for you to highlight your expertise in this domain. InTASC Standards met in this course include:

InTASC Standards for ALEC 805:

1	Learner Development	understands how learners grow and develop
2	Learner Differences	uses understanding of individual differences and diverse culture and communities
3	Learning Environments	works with others to create environments that support individual and collaborative learning
4	Content Knowledge	understands central concepts, tools of inquiry, and structures of the discipline
5	Application of Content	understands how to connect concepts and use differing perspectives to engage learners
6	Assessment	understands and uses multiple methods of assessment to engage growth
7	Planning for Instruction	plans instruction that supports every learner in meeting rigorous learning goals
8	Instructional Strategies	understands and uses a variety of instructional strategies to encourage learners to develop deep understanding
9	Professional Learning/Ethical Prac.	engages ongoing professional learning and uses evidence to continually evaluate practice
10	Leadership & Collaboration	takes responsibility for student learning, and collaborates to ensure learner growth

Institute of Agriculture and Natural Resources
Agricultural Leadership, Education & Communication
ALEC 805/TEAC 805/NUTR 806: Advanced Teaching Strategies
Tuesdays, Noon-2:50 | 102 Ag Comm Building
Instructor: Becky Haddad | haddad@unl.edu | 402.472.3477 | 237 Filley Hall

We will often have time to practice as a component of class. Please have your laptop ready.

	Assignment	Due Date	Points
Reflections	My Teaching Roots	8/27	5
	Identify goal/Justify Practice	9/24	5
	Lesson 1 Facilitation	10/29	5
	Lesson 2 Facilitation	11/5	5
	Lesson 3 Facilitation	11/12	5
Assessments	Teaching Perspectives Inventory	8/27	5
	15 Learning Theories Map	9/3	5
	Audience Profile	9/17	5
	Scope & Sequence	10/1	5
	Set of 3 Instructional Plans	10/8	5
	Assessment Design	10/15	5
	Syllabus/Program Scope	10/22	5
	Inclusivity Plan	11/19	5
	Summary of Student Learning	11/26	5
	Leadership & Collaboration	12/17	5
FINAL	Applying Teaching for Learning	12/10	25
	TOTAL POINTS		**100**

==***Assignments may be added or deleted at any time over the course of the semester and the course topics are subject to change.***==

Assessment Overview

Facilitations

We will have three (unscored) opportunities for facilitation throughout the term. These will receive both peer and instructor feedback to support your development as an educator.

Reflections

My Teaching Roots

Your teaching roots reflection should answer the question: **What are my teaching roots?** Explore the roots of your beliefs and values about teaching.

Identify Objectives & Justify Practice

Your objective and practice reflection should answer the questions: **What is my objective? How will I know learners have met it? And what practices will I use to support meeting the objective?** Make your thinking visible to our class. Help us understand your teacher brain and how you're processing what will best support learning.

Institute of Agriculture and Natural Resources
Agricultural Leadership, Education & Communication
ALEC 805/TEAC 805/NUTR 806: Advanced Teaching Strategies
Tuesdays, Noon-2:50 | 102 Ag Comm Building
Instructor: Becky Haddad | haddad@unl.edu | 402.472.3477 | 237 Filley Hall

Lesson 1 Facilitation

Your facilitation reflection should answer the question: **Did my planning support my facilitation?** Make your thinking visible to our class. Help us understand your teacher brain and reflect on how your planning supported your facilitation

Lesson 2 Facilitation

Your facilitation reflection should answer the question: **Did my instructional strategies encourage deeper understanding?** Make your thinking visible to our class. Help us understand your teacher brain and reflect on how your facilitation encouraged deeper understanding of your content.

Lesson 3 Facilitation

Your facilitation reflection should answer the question: **What additional evidence do I need to identify the next steps for developing my teaching?** Make your thinking visible to our class. Help us understand your teacher brain and reflect on how you're going to continue your development as an educator.

Assessments

Teaching Perspectives Inventory

The Teaching Perspectives Inventory (TPI) can be useful for preparing for a teaching evaluation, developing a teaching portfolio, reflecting on your teaching, researching teaching perspectives, or exploring different approaches to learning. For our purposes, we will use the TPI to research different teaching perspectives and explore different approaches to learning. This inventory should support your Teaching Roots Reflection.

Learning Theorist Map

Independent concepts and ideas often mean more when we compare and contrast them with other ideas around the same topic. By mapping learning theories, we will synthesize key ideas and tenets from each theory to support putting key ideas about learning into practice. We'll highlight what we know about learner development and how key ideas in learner development connect to each other.

Learner Profile

In this assignment, you'll design a composite profile of your learners.I t's easy to approach teaching the way we like to learn. But to truly engage an audience in learning, we need to understand where they're coming from, how they approach a topic, and how they think about the world. By understanding your audience, you situate yourself to better engage your audience.

Scope & Sequence

A scope a sequence is a plan for how concepts and ideas will be covered in a curriculum. Now that we understand our audience, we want to plan for the bigger picture before we plan for the individual learning experience. Regardless of the context in which you'll be teaching (classroom, extension, corporate training, or customer training) we need to keep the bigger learning picture in mind.

Set of 3 Instructional Plans

Institute of Agriculture and Natural Resources
Agricultural Leadership, Education & Communication
ALEC 805/TEAC 805/NUTR 806: Advanced Teaching Strategies
Tuesdays, Noon-2:50 | 102 Ag Comm Building
Instructor: Becky Haddad | haddad@unl.edu | 402.472.3477 | 237 Filley Hall

We've gotten to know our audience and we've outlined our program scope and sequence. We're ready to take a deeper dive into preparing for facilitation. In addition to class time, we'll use this assessment to prepare three instructional plans. These plans may take any form that makes sense to you and should help you prepare for your three in-class facilitations. Depending on the number of people in the class, we may or may not facilitate the full plan. We will discuss component facilitation one week prior to assigned facilitation.

Assessment Design

Most simply, assessment is how we know learning occurred and to what extent. Sometimes it's formal, but more often it's a series of instructional decisions that communicate with everyone in the room that we're on the right track. This assessment focuses on how we communicate learner, and ultimately program, success by supporting both formative and summative assessment design.

Syllabus/Program Scope

A syllabus is an outline of what will be covered in a course. So far, we've generated a lot of documents our learners will never see. These documents help us map our path and keep us organized, but they are less useful when it comes to helping students understand where we're going. This assessment focuses on just that: how will we provide our learners a roadmap for our course/program?

Inclusivity Plan

Inclusivity is the practice of providing equal opportunities to all learners. Having a plan for inclusivity allows us to be proactive in meeting our learners where they are. Over the last few weeks, we've zoomed in a little closer on the art of teaching. Now we're going to start backing out again from the minutiae of the day-to-day to focus on how we support learners in our programs and content. This assessment focuses on how we'll meet learners' needs across our instructional settings.

Summary of Student Learning

Our assessments are forms of data that tell us how our students are doing, but more importantly, tells them about their learning. A summary of student learning is a composite of assessment results that communicates what your learners have learned and informs your next steps. Over the last few weeks, we've zoomed in a little closer on the art of teaching. Now we're going to start backing out again from the minutiae of the day-to-day to focus on how we communicate learner, and ultimately program, success. This assessment focuses on how we communicate what learners learned.

Leadership & Collaboration

Good teachers seek leadership roles and opportunities to take responsibility for student learning, and to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession. You do not need to submit anything for this assessment. Your instructor will score your leadership and collaboration over the term.

FINAL

Institute of Agriculture and Natural Resources
Agricultural Leadership, Education & Communication
ALEC 805/TEAC 805/NUTR 806: Advanced Teaching Strategies
Tuesdays, Noon-2:50 | 102 Ag Comm Building
Instructor: Becky Haddad | haddad@unl.edu | 402.472.3477 | 237 Filley Hall

Applying Teaching for Learning

Your final assignment should answer the question: **How can we engage teaching to support learning?** In essence, your final paper is an educational philosophy. It should concisely synthesize your ideas about what constitutes good teaching based on evidence from theory, experience, and work over the term.

Course Grading Scale

The UNL grading scale encompasses both plus and minus grades. Grades in this class will be assigned as follows:

98-100% (A+) | 94- 97% (A) | 90-93% (A-)
87-89 % (B+) | 83-86 % (B) | 80-82% (B-)
77-79 % (C+) | 73-76 % (C) | 70-72% (C-)
67-69% (D+) | 63-66% (D) | 60-62% (D-)
<59% (F)

ALEC 805 Course Outline

Unit/Guiding Question/Outcomes/Standards	Topics/Readings/Assignments
Unit 1: **Guiding Question:** How do people learn? **Course Learning Outcome:** 1. Describe your own teaching & learning style & preference 2. Analyze the foundations of your own beliefs about teaching 3. Identify characteristics of effective teaching 4. Apply learning theories in actual teaching situations 10. Reflect on practice to improve teaching 11. Make instructional decisions which encourage student learning **Learning Progressions for Teacher Development:** 1. Learner development 3. Learning Environments 9. Professional & Ethical Practice 10. Leadership & Collaboration	**Week 1:** Understanding how we come to teaching **Reflection:** My Teaching Roots (InTASC 1, 3) **Assessment:** Teaching Perspectives Inventory **Week 2:** Understanding how we come to learning **Reading/discussion:** • Mead, Chapters 5 & 6 • HPLII, Chapter 3 **Assessment:** 15 Learning Theories Map (InTASC 1) **Week 3:** Collecting data about learners & understanding communities **Reading/Discussion:** • Mead, Chapter 1 & 2 • HPLII, Chapter 2
Unit 2: **Guiding Question:** Where do people go wrong? **Course Learning Outcome:** 5. Explain how learner characteristics impact their learning	**Week 4:** Identifying misconceptions & Engaging Inquiry **Reading/Discussion:** • Mead, Chapter 3 • HPLII, Chapter 4 **Assessment:** Learner Profile (InTASC 2)

Institute of Agriculture and Natural Resources
Agricultural Leadership, Education & Communication
ALEC 805/TEAC 805/NUTR 806: Advanced Teaching Strategies
Tuesdays, Noon-2:50 | 102 Ag Comm Building
Instructor: Becky Haddad | haddad@unl.edu | 402.472.3477 | 237 Filley Hall

6. Demonstrate a range of teaching methods which promote learning for a diversity of individuals in a variety of settings
10. Reflect on practice to improve teaching
11. Make instructional decisions which encourage student learning

Learning Progressions for Teacher Development:
2. Learner Differences
4. Content Knowledge
5. Content Application
9. Professional & Ethical Practice
10. Leadership & Collaboration

Unit 3:
Guiding Question: How do we support learning?

Course Learning Outcome:
5. Explain how learner characteristics impact their learning
6. Demonstrate a range of teaching methods which promote learning for a diversity of individuals in a variety of settings
8. Design an instructional unit for traditional or non-traditional settings
9. Give & receive constructive feedback on teaching
10. Reflect on practice to improve teaching
11. Make instructional decisions which encourage student learning

Learning Progressions for Teacher Development:
7. Planning for Instruction
8. Instructional Strategies
9. Professional & Ethical Practice
10. Leadership & Collaboration

Week 5: Engaging Teaching Strategies (Planning)

Reading/Discussion: Lamov, Reference

Reflection: Identify/Write Goal; Justify Practice (InTASC 4 & 5)

Week 6: Planning for Instruction (scope & sequence)

Assessment: Scope & Sequence (InTASC 4, 5)

Week 7: Planning for Instruction

Reading/Discussion: Johnson, Chapter 4 (Canvas)

Assessment: Set of 3 Instructional Plans (nTASC 7)

Week 8: Technology for Assessment

Reading/Discussion: Lemov, Chapter 1 & 2

Assessment: Assessment Design (InTASC 6 & 7)

Week 9: FALL BREAK – NO CLASS: Communicating program scope

Assessment: Syllabus/Program Scope (InTASC 2, 3, 4, 5)

Week 10: Teach Lesson 1

Reading/Discussion:
- HPLII, Chapter 5
- Using Discussion Questions Effectively (Canvas)

Reflection: Lesson 1 Facilitation (InTASC 7, 8, 9)

Week 11: Teach Lesson 2

Reading/Discussion:
- HPLII, Chapter 6
- Pedagogies & Strategies (Canvas)
- Teaching Methods UCF (Canvas)
- Pedagogy in Action (Canvas)

Reflection: Lesson 2 Facilitation (InTASC 7, 8, 9)

Week 12: Teach Lesson 3

Reading/Discussion:
- HPLII, Chapter 8
- The Flipped Classroom
- Teaching With Technology
- Reimagining the Role of Technology in Higher Ed
- Technology Integration (choose 2)

Reflection: Lesson 3 Facilitation (InTASC 7, 8, 9)

Institute of Agriculture and Natural Resources
Agricultural Leadership, Education & Communication
ALEC 805/TEAC 805/NUTR 806: Advanced Teaching Strategies
Tuesdays, Noon-2:50 | 102 Ag Comm Building
Instructor: Becky Haddad | haddad@unl.edu | 402.472.3477 | 237 Filley Hall

	Week 13: Planning for Inclusivity
	Reading/Discussion: • HPLII, Chapter 7 • Inclusivity in the Classroom • Project Implicit
	Assessment: Inclusivity Plan (return to S&S)
Unit 4: **Guiding Question:** How do we know learning happened? **Course Learning Outcome:** 7. Construct assessment strategies 9. Give & receive constructive feedback on teaching 10. Reflect on practice to improve teaching 11. Make instructional decisions which encourage student learning **Learning Progressions for Teacher Development:** 6. Assessment 9. Professional & Ethical Practice 10. Leadership & Collaboration	**Week 14:** Reporting Collected Data
	Reading/Discussion: • HPLII, Chapter 9 • Assessing Student Learning • Creating Rubrics
	Assessment: Summary of Student Learning (InTASC 1, 2, 6, 9)
	Week 15: The Scholarship of Teaching & Learning
	Reading/Discussion: • HPLII, Chapter 10 • About Teacher Research (NAEYC) • Teaching as Research • Program Evaluation • Action Research in Education
Final: **Guiding Question:** How can we engage teaching to support learning?	Applying teaching for learning (paper) (educational philosophy)

Course Policies

Attendance policy
It is difficult if not impossible to build community if you are not present in that community. As such, we sincerely expect you to "come to class" in all aspects of the course. Attendance should be interpreted to mean physical attendance in the classroom, remote synchronous attendance (only if approved in advance by the instructor), or engagement with the course in ways specified by the instructor. If missing a class is unavoidable, be sure to notify me as soon as possible (preferably one week in advance). In case of illness or self-quarantine, please stay home and plan to Zoom in to class. If participating in class via Zoom is not possible due to illness, please email me as soon as possible and arrange to get help with what was missed.

Late Assignment Policy
My expectation is that you hand work in by the assigned deadlines in Canvas. Should this be an issue, please communicate as much in advance as possible so I can work with you toward your success in this course. If you choose to hand work in after the deadline, plan to allow as much time in grading as it took to get your assignment submitted. My time to grade late work is from deadline to hand in (i.e. it may be six weeks before I grade an assignment handed in six

Institute of Agriculture and Natural Resources
Agricultural Leadership, Education & Communication
ALEC 805/TEAC 805/NUTR 806: Advanced Teaching Strategies
Tuesdays, Noon-2:50 | 102 Ag Comm Building
Instructor: Becky Haddad | haddad@unl.edu | 402.472.3477 | 237 Filley Hall

weeks late. This may result in work not being graded at all). **Please note: late work that is highly participative may receive a late penalty, as much of the learning occurs within the missed interaction.

Academic Integrity
Please be honest in completing your own work and giving credit when incorporating others' work to support your own. Students are expected to adhere to guidelines concerning academic integrity outlined in Section II.A of the University's Student Code of Conduct (https://studentconduct.unl.edu/student-code-conduct). **The Department of Agricultural Leadership, Education and Communication's academic dishonesty procedure can be found on the departmental website (http://go.unl.edu/alec-academic-integrity-policy).** Students are encouraged to contact the instructor for clarification of these guidelines if they have questions or concerns.

Instructional Continuity Plan
I will make every effort to hold class as scheduled. If I am unable to facilitate class, I will ask a colleague to step in or will provide an opportunity to engage in class through asynchronous Canvas materials. I will notify you via email if class will be cancelled with any plans to make up the missed time.

Writing Center
The Writing Center, located in 102 Andrews Hall and satellite locations from 5-7 pm in Adele Hall, is a free service for all UNL students, faculty, and staff. You can work with an individual writing consultant on any type of writing at any stage in your writing process. For an appointment, call 472-8803 or schedule online (https://www.unl.edu/writing/home).

Services for Students with Disabilities
The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 232 Canfield Admin. Bldg.; 402-472-3787.

Counseling and Psychological Services
UNL offers a variety of options to students to aid them in dealing with stress and adversity. Counseling and Psychological Services is a multidisciplinary team of psychologists and counselors that works collaboratively with Nebraska students to help them explore their feelings and thoughts and learn helpful ways to improve their mental, psychological and emotional well-being when issues arise. CAPS can be reached by calling 402-472-7450. Big Red Resilience & Well-Being. (BRRWB) provides one-on-one well-being coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached by calling 402-472-8770.

Classroom Climate
Because the topics in this course may be emotionally charged or challenging for class members, I hope we can create an environment that is both intellectually productive and supportive for all. I realize there might be days when class members may choose to be silent. Beyond verbal participation, your active and supportive listening is also an important

Institute of Agriculture and Natural Resources
Agricultural Leadership, Education & Communication
ALEC 805/TEAC 805/NUTR 806: Advanced Teaching Strategies
Tuesdays, Noon-2:50 | 102 Ag Comm Building
Instructor: Becky Haddad | haddad@unl.edu | 402.472.3477 | 237 Filley Hall

and valuable form of participation. I hope that we will continuously reflect upon our class processes so that we can build an inclusive intellectual community where all feel valued and supported in their learning.

Mutual Respect and Consideration
Given the content of the course, we may discuss topics that may be challenging or uncomfortable to you or to your peers. Please respect one another's prior experiences and viewpoints. When you speak about your opinions, speak only for yourself – please refrain from speaking on behalf of a group of people or from asking your peers to speak on behalf of a group of people. You are asked to listen respectfully to the opinions and beliefs of others even if you do not agree with them. Please use proper courtesy in online discussions and other communalizations. Disagreements and critiques are welcomed and encouraged when done in an environment of trust and respect.

Respect for Diversity
It is my intention to conduct this course in such a manner that a clear respect for diversity is maintained throughout the course content, activities, and with materials used. This includes respect for treatment of materials related to gender, sexual orientation, disability, age, socio-economic status, ethnicity (race, nation, or culture), race (physical characteristics transmitted by genes; body of people united by common history or nationality), culture (beliefs, customs, arts, and institutions of a society), and other differences. Feedback and suggestions are welcomed.

Religious Holidays
All attempts have been made to minimize conflict between this course and religious holiday observances. If you notice that there is an assignment due on a religious holiday that you observe, please let me know as soon as possible.

Diversity and Inclusion Policy
It is the policy of the University of Nebraska-Lincoln not to discriminate on the basis of sex, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin or sexual orientation in its educational programs, admissions policies, employment policies, financial aid, or other school-administered programs.

Video or Audiotaping Class Sessions
Due to the sensitive and controversial nature of some of the topics that will be discussed over the duration of the semester, all classes are closed to the Press/Media. No video or audio taping of class sessions is allowed unless you obtain my permission to do so.

Trespass Policy (Regents' Policy 6.4.7)
The areas of University academic, research, public service, and administrative buildings of the University used for classrooms, laboratories, faculty and staff offices, and the areas of University student residence buildings used for student living quarters are not open to the general public. Any person not authorized to be or remain in any such building area will be deemed to be trespassing on University property and may be cited and subject to prosecution for criminal trespass in violation of Neb. Rev. Stat., § 28-520 or § 28-521.