

FORT HAYS STATE UNIVERSITY
Department of Teacher Education
Curriculum and Assessment -TEEL 350
Undergraduate Credit Hours - 3
FALL 2013 VB

| | |
|-----------------|---|
| Day & Time: | N/A |
| Class Location: | N/A |
| Instructor: | Dr. Lorie Cook-Benjamin |
| Office: | Rarick Hall – 240 |
| Phone: | (785) 628-5847 |
| E-mail: | llcookbenjamin@fhsu.edu |
| Office hours: | Mondays, Wednesdays, Fridays 9:30 AM - 12:00 PM (CST) Thursdays via Skype 7:00-9:00 PM (CST) And by appointment |

Believe in Yourself

COURSE DESCRIPTION (Writing Intensive)

Curriculum design, implementation, and evaluation as well as action research strategies that support learning at elementary and middle school levels will be studied. Students will critique and develop curricula appropriate for meeting content and professional standards.

This course will focus on assessments, selection of curricular materials, and research strategies that allow candidates to look closely at their teaching and the nature of practice. Candidates will learn to construct, select, and use a variety of instructional strategies and assessment instruments.

Prerequisite Information –

Teacher Education Required, Admittance to Teacher Education. Writing Intensive courses are writing-enhanced courses in which writing plays a major, integrated role in the learning of the content and concepts of the course. Students will receive Writing Intensive notation on their transcripts.

REQUIRED TEXTS

In addition to the required textbooks, candidates will be provided with a variety of articles, handouts, and other supplementary materials. Candidates are expected to use the library for further reading, study, and research regarding issues discussed.

Drake, S. M. (2012). *Creating standards-based integrated curriculum*. (3rd ed.). Thousand Oaks,

CA: Corwin. (ISBN #9781452218809)

Popham, W. J. (2008). *Classroom assessment: What teachers need to know*. (7th ed.). Boston:

Pearson. (ISBN #9780132868600)

RECOMMENDED TEXT

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

TECHNOLOGY REQUIREMENTS - Minimal requirements –

You are welcome to BYOD - bring your device to class to take notes and use for group activities. Internet access, 500 MHz Pentium Processor – G4 or higher, 128 MB of RAM, 150 MB of free hard drive space, sound card and speakers, 8X CD-ROM drive, 56 K modem or faster, 800X600 Resolution, Web browser and certain plug-ins, an e-mail account, a Google account, a Skype account, a Voicethread account, Web camera, Microsoft Windows XP or MAC OS X (or higher), and Microsoft Office 7 (Word, Excel, and PowerPoint), are required for this course. Internet access, an e-mail account, a Skype account, iTunes, web camera, and Microsoft Office are required for this course.

COURSE MATERIALS

You will need to establish a Voicethread.com (free) account. Contact the CTC Desk at 785-628-5276 or 1-800-628-3478 for technical assistance.

You will also need to access a “text set” in any elementary subject area for a grade from kindergarten through sixth for one assignment.

FORT HAYS STATE UNIVERSITY MISSION STATEMENT

Fort Hays State University provides accessible quality education to Kansas, the nation, and the world through an innovative community of teacher-scholars and professionals to develop engaged global citizen-leaders.

COLLEGE OF EDUCATION AND TECHNOLOGY MISSION STATEMENT

Education professionals prepared in the College of Education and Technology at Fort Hays State University will have the technological, pedagogical and content knowledge, skills, and dispositions to lead, model, teach and collaborate in diverse settings.
(Pending COET Steering Committee approval, September 2012)

TEACHER EDUCATION DEPARTMENT MISSION STATEMENT

The mission of the Fort Hays State University Department of Teacher Education is to prepare innovative teachers with exemplary technological, pedagogical and content knowledge, by building partnerships, providing meaningful clinical based practices, engaging in scholarly activities, and by advancing professionalism through lifelong learning.

TEACHER EDUCATION DEPARTMENT MISSION STATEMENT

The mission of the Fort Hays State University Department of Teacher Education is to prepare innovative teachers with exemplary technological, pedagogical and content knowledge, by building partnerships, providing meaningful clinical based practices, engaging in scholarly activities, and by advancing professionalism through lifelong learning.

The CONCEPTUAL FRAMEWORK for PROFESSIONAL EDUCATORS at FHSU

"Education professionals prepared at Fort Hays State University will have the technological, pedagogical and content knowledge, skills and dispositions to design, lead, model, and teach collaboratively in diverse settings."

Technological, Pedagogical, and Content Knowledge

| Elements | Descriptors |
|---|---|
| TPACK 1 – Candidates integrate current and emerging digital tools to collect, analyze, and present information. | <ul style="list-style-type: none">Utilizes a variety of materials and media resources and continually adapts to changes to technology |
| TPACK 2 – Candidates demonstrate proficiency in oral and written communication skills. | <ul style="list-style-type: none">Communicates clearly and effectively in speaking, writing, and other media in various settingsUses effective questioning skills and effectively facilitates discussion |
| TPACK 3 – Candidates select, design, administer, and interpret a variety of appropriate assessments. | <ul style="list-style-type: none">Uses appropriate assessments to evaluate stated objectivesUses a variety of assessment toolsAdapts resources/tools to meet student needsMaintains records accurately to monitor student achievement |
| TPACK 4 – Candidates incorporate theories and research to design and implement effective learning environments for all students. | <ul style="list-style-type: none">Provides clear and appropriate behavioral expectationsHelps students work productively and cooperatively with each otherIncludes both verbal and nonverbal communicationEstablishes and maintains positive and safe classroom/school/district environmentUses a variety of motivational strategies to achieve learningEncourages student ownership of classroom/school/district activities to foster learningUses a variety of specific strategies to support the diverse tapestry of the United States and the worldUses research processes to improve practice |

Technological Knowledge

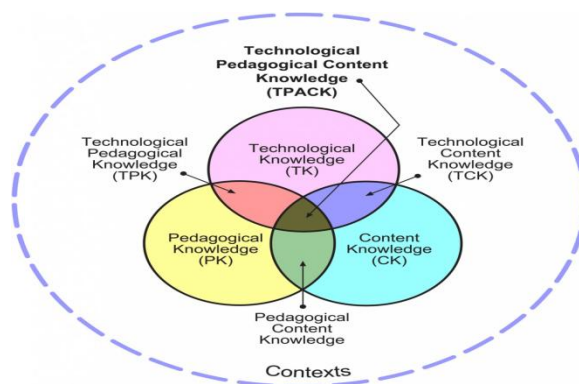
| | |
|--|---|
| TK 1 – Candidates model and teach safe, legal, and ethical use of digital information and technology. | <ul style="list-style-type: none">Technology is appropriately and effectively used within a classroom/school/district setting |
|--|---|

Technological Content Knowledge

| | |
|---|--|
| TCK 1 – Candidates design/facilitate diverse learning activities that incorporate digital tools and resources. | <ul style="list-style-type: none">Utilizes specific technologies that are best suited for addressing subject matter learningPrepares students/teachers in highly individual and flexible ways |
|---|--|

| Content Knowledge | |
|---|---|
| CK 1 – Candidates design/facilitate lessons/opportunities that reflect subject content and academic knowledge. | <ul style="list-style-type: none"> • Demonstrates knowledge of content/standards • Has clear, appropriately written objectives for instruction • Instruction provides for assessment which is linked to objectives • Creates both short and long-range plans • Creates plans that activate prior knowledge and promote critical thinking • Is prepared to teach lessons • Shows creativity in lesson design/facilitation • Includes Anticipatory Set, Procedures, and Closure in lesson plan design |
| CK 2 – Candidates design/facilitate and implement interdisciplinary units of study. | <ul style="list-style-type: none"> • Integrates instruction across multiple content areas • Integrates instruction within the content area • Aligns instruction to professional/state standards |
| Pedagogical Content Knowledge | |
| PCK 1 – Candidates make/facilitate curricular decisions based on data. | <ul style="list-style-type: none"> • Uses formal and informal assessment strategies to evaluate student learning • Provides feedback to students/teachers • Maintains accurate records • Uses a variety of resources in evaluating curriculum • Reflects on experiences in the classroom/school/district and revises practices accordingly |
| PCK 2 – Candidates collaborate with other professionals to identify and design strategies and interventions to ensure student/teacher learning. | <ul style="list-style-type: none"> • Supports Response to Intervention to identify and provide appropriate intervention for all students • Demonstrates an understanding of the importance of interdisciplinary collaboration to enhance the learning of all students and teachers |
| PCK 3 – Candidates design/facilitate and adapt lessons/opportunities to meet the diverse needs of all students. | <ul style="list-style-type: none"> • Creates and implements instruction that accommodates different learning styles, needs, and abilities |
| PCK 4 – Candidates reflect on their practice and make necessary adjustments based on data to develop effective learning opportunities for all students and teachers. | <ul style="list-style-type: none"> • Evaluates student learning and bases future instruction on assessed data • Uses a variety of assessment tools that address individual learning needs |
| Pedagogical Knowledge | |
| PK 1 – Candidates model the dispositions expected of professional educators as identified in state and institutional standards. | <ul style="list-style-type: none"> • Models the value of differences and respect for others • Works collaboratively with school personnel, communities, and families • Is ethical and professional in practice • Maintains confidentiality • Establishes productive relationships with families in support of student learning and well-being • Dresses professionally and has proper hygiene |

| | |
|---|---|
| <p>PK 2 – Candidates engage in and reflect on professional learning opportunities.</p> | <ul style="list-style-type: none"> • Reflects on constructive feedback • Engages in professional learning through involvement in educational organizations • Reflects on experiences in the classroom/school/district and revises practices accordingly • Uses professional literature, the wisdom of colleagues and other resources to support own growth as a professional • Understands the roles and responsibilities of educators and the purpose and contribution of education organizations |
| <p>Technological Pedagogical Knowledge</p> | |
| <p>TPK 1 – Candidates communicate and collaborate using digital tools.</p> | <ul style="list-style-type: none"> • Uses technology to communicate and collaborate with stakeholders |



DISPOSITION STATEMENT

Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as candidates interact with students, families, colleagues and communities. These behaviors support student learning and development. Candidates are expected to demonstrate observable behaviors that are consistent with the ideas of fairness and the belief that all students can learn. (NCATE, 2001)

DIVERSITY DEFINITION

Differences among groups of people and individuals based on culture, ethnicity, race, socioeconomic status, gender, exceptionalities, language, migrant status, religion, sexual orientation, and geographical area.

DIVERSITY FIELD PLACEMENT DEFINITION

The FHSU COET definition of a diverse placement for students includes practicums, clinicals, internships, student teaching experiences, and course assignments. These experiences provide the candidate with the opportunity to interact with P-12 students in environments where the following indicators of diversity are present: 20% of the student population is economically disadvantaged (on free or reduced lunch), 5% of the student population has identified disabilities (are on IEPs), or 5% of the student population is non-white (self-reporting of student or parent).

DIVERSITY PROFICIENCIES

1. Recognizes and explains the nature of diversity in the community to inform instruction.
2. Understands and can articulate characteristics and attributes of student populations which contribute to commonality and differences.
3. Recognizes and applies appropriate educational options for all students.
4. Understands and applies results of assessment data for educational placement and accommodations.
5. Utilizes appropriate technology to gather and disseminate information.
6. Reflects on diversity experiences from a variety of perspectives (emotional, informational, and developmental) for diagnostic purposes and self-growth.

Tk20 REQUIREMENT

This course requires an assignment that will be uploaded and graded in the FHSU Tk20 Assessment System. Key assignments must be uploaded into Tk20 for instructors to assess. Please go to the following link for directions on how to upload assignments: <https://tk20.fhsu.edu>

SOCIAL MEDIA GUIDELINES FOR STUDENTS

Know copyright laws

Always use a URL link when posting videos, full articles, etc. In other words, if you embed them on the site, be sure to provide sources and/or permissions.

Be accurate

Always provide clear and consistent information based on research and fact.

Be respectful

It's okay to disagree, but be polite and constructive in your manner.

No defamatory or harmful information about any individual—including students, colleagues, faculty, or administrators will be tolerated. All such content will not be tolerated and may result in removal of the violator from the social media site at the discretion of the instructor.

Students Who Do Not Want to Participate

Students who may not want to participate for various reasons are encouraged to discuss concerns with your instructor.

Be transparent

Note that any opinions expressed are your own, and communicate in a professional and appropriate manner. Your instructor will likewise follow these guidelines: *Anything that the instructor says is strictly his/her opinion and is not speaking on behalf of FHSU.*

Safeguard others' privacy

When telling stories about real students and classroom, school, and district challenges, *don't* identify the location, names, job titles or any other personal information protected by state and federal privacy laws.

KSDE ELEMENTARY EDUCATION PROGRAM STANDARDS

(Full standards, including knowledge and performance levels are available at: www.ksde.org)

Standard #1: The elementary teacher demonstrates a high level of competence in use of the English language arts and knows, understands and uses concepts from emerging literacy, reading, language and child development to teach **reading, writing, speaking, viewing, listening, and thinking skills**, and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas.

Standard #2: The elementary teacher knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data.

Standard #3: The elementary teacher knows, understands, and uses fundamental concepts in the subject matter of science including physical, life, and earth and space sciences as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students.

Standard #4: The elementary teacher knows, understands, and uses the major concepts and modes of inquiry from the social studies and the integrated study of history, geography, the social sciences, and other related areas to promote all students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Standard #5: The elementary teacher can design, implement, and evaluate arts experiences that a developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward artistic explorations and expression.

Standard #6: The elementary teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students.

Standard #7: The elementary teacher knows, understands, and uses formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student.

Standard #8: The elementary teacher uses his or her understanding of children's characteristics and needs and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive and challenging for all students.

CURRICULUM and ASSESSMENT

Objectives, Conceptual Framework, and KSDE Elementary Education Program Standards:

| Objectives | Conceptual Framework | KSDE Elementary Education Program Standards |
|--|---|---|
| 1. To acquire theoretical and practical knowledge of curriculum design | TPACK 3, TCK 1, CK1, PCK 1, PCK 3, PCK 4, PK1, PK 2 | 1p, 2, 3, 10, 11, 12 2k 1-12; 2p 1-16 3k 1-11; 3p 1-9 6k 1, 2; 6p 1-3 7k 1-4; 7p 1-6 8k 1, 4; 8p 1-4, 7, 8 |
| 2. To evaluate curriculum based upon the needs of learners and teachers, alignment with national and state standards, and research-based strategies for instruction and assessment | TPACK 3, TPACK 4, TCK 1, CK 1, CK 2, PCK 1, PCK 2, PCK 3, PCK 4, PK 1 | 1p 2, 3, 10, 11, 12 2k 1-12; 2p 1-16 3k 1-11; 3p 1-9 6k 1, 2; 6p 1-3 7k 1-4; 7p 1-6 8k 1, 4; 8p 1-4, 7, 8 |
| 3. To design instruction and assessment to meet learning styles, developmental abilities, and diversity among students | TPACK 3, TPACK 4, CK 1, PCK 1, PCK 2, PCK 3, PCK 4, PK 1 | 2k, 1-12; 2p 1-16 3k 1-11; 3p 1-9 6k 1, 2; 6p 1-3 7k 1-4; 7p 1-6 8k 1, 4; 8p 1-4, 7, 8 |
| 4. To critique, develop, and adapt assessments to compliment instruction | TPACK 3, TPACK 4, CK 1, PCK 1, PCK 2, PCK 3, PCK 4, PK1 | 2k, 1-12; 2p 1-16 3k 1-11; 3p 1-9 6k 1, 2; 6p 1-3 7k 1-4; 7p 1-6 8k 1, 4; 8p 1-4, 7, 8 |
| 5. To design action research to enhance learning on the part of students (through problem-based learning) | TPACK 1, TPACK 4, TK1, TCK 1, PCK 2, PCK 3, PCK 4, PK 1 | 1p, 2, 3, 10, 11, 12 2k 1-12; 2p 1-16 3k 1-11; 3p 1-9 6k 1, 2; 6p 1-3 7k 1-4; 7p 1-6 8k 1, 4; 8p 1-4, 7, 8 |
| 6. To evaluate and adapt curricular materials that meet standards and the | TPACK 4, TCK 1, CK 1, PCK 3, PCK 4 | 1p, 2, 3, 10, 11, 12 2k 1-12; 2p 1-16 3k 1-11; 3p 1-9 |

| | | |
|-------------------|--|--|
| needs of learners | | 6k 1, 2; 6p 1-3 7k 1-4; 7p 1-6 8k 1, 4; 8p 1-4, 7, 8 |
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(k - knowledge, p- performance)

COURSE OUTLINE AND CONTENT

INSTRUCTIONAL STRATEGIES

The course will include but will not be limited to direct instruction, small and large group discussions, student presentations, assessment of assigned readings, research of professional literature, reflection and self-evaluation, and informal course evaluation.

COURSE FORMAT

The format of the course is teacher centered with small group and large group discussions (i.e. oral presentations, Blackboard discussion boards); and multi-media centered (i.e. Voicethreads, podcasts, vodcasts, videotapes, recordings, webcams, etc.).

DELIVERY MODE

The course is delivered face-to-face and may include online interaction through Blackboard, blogs, podcasts, vodcasts, and webcams, etc.

EVALUATION/GRADING POLICY

The responsibility for what is learned and how much is learned lies with the learner. Several assessments will be given throughout the semester. Performance assessments as well as written or oral presentations demonstrating mastery of a skill or concept may be considered assessments. Coursework must be completed and turned in on time. Attendance and class participation, along with the timeliness and quality of work, are very important factors in determining the final grade. As a student you will receive many types of feedback, ranging from scores on tests, to written and verbal communication. Individual conferences will be scheduled as needed. General requirements to receive a passing grade in this course are listed below:

- Attendance requires **attentive and active** participation in small and whole class activities.
- Read all required chapters, assignments, and articles.
- Complete all assignments, exams, projects, and activities on time.
- Participate in all class projects and presentations.
- **Maintain professionalism at the highest level possible.**

TEACHER EDUCATION ACCEPTANCE OF LATE ASSIGNMENTS including Excused and Unexcused Absences

All assignments are due as assigned. Assignments submitted within one week of the due date will receive a minimum grade reduction of 20%. **No assignment will be accepted more than one week past the due date.** Excused absences include any verified FHSU sponsored activity and/or **candidate's** major illness(es), and/or funeral attendance whereby the instructor receives a

official documentation. Any exceptions are at the discretion of the instructor. In class exams, presentations, and like responsibilities **cannot** be made-up unless missed due to an excused absence. Please note that contacting the Office of Student Affairs to say you're ill or cannot make it to class **DOES NOT constitute an excused absence** unless this office's notification states you were informed NOT to attend class due to your illness/situation.

POLICY ON COMMUNICATION

Assignments will be graded, handed back in class, and posted in Blackboard within one week of assignment due date. Emails will be answered within three working days. Candidate use of correct English and grammar in verbal and nonverbal communications will be enforced. For on-campus classes, assignments may be returned sooner than one week after the assignment due date. In addition, candidates will be informed if the instructor needs longer than one week to grade and return an assignment.

ACADEMIC HONESTY POLICY

Effective learning may involve differences between students and faculty. Students are responsible for learning the content of courses of study outlined by the instructor regardless of privately held judgments. They must also demonstrate their attainment in an honest manner. Students who compromise the integrity of the academic process are subject to disciplinary action on the part of the Department of Teacher Education, The College of Education, and Fort Hays State University. Please see the FHSU Student Handbook or access the Academic Honesty Policy at http://www.fhsu.edu/academic/provost/handbook/ch_2_academic_honesty/

NOTE: **Plagiarism** constitutes copying others' work and turning it in as your own. It is the Department of Teacher Education Policy that resubmitting one's own work previously submitted for this course/internship or another course/internship is not acceptable. The above actions **will not be tolerated** and result in the **failure of the assignment and a letter will be placed in the candidate's file**.

SOCIAL MEDIA GUIDELINES FOR STUDENTS

Know Copyright Laws

Always use a URL link when posting videos, full articles, etc. In other words, if you embed them on the site, be sure to provide sources and/or permissions.

Be Accurate

Always provide clear and consistent information based on research and fact.

Be Respectful

It's okay to disagree, but be polite and constructive in your manner.

No defamatory or harmful information about any individual—including students, colleagues, faculty, or administrators will be tolerated. All such content will be not be tolerated and may result in removal of the violator from the social media site at the discretion of the instructor.

Remember--Anything that's not appropriate for the classroom or the evening news is not appropriate online.

Students Who Do Not Want to Participate

Students who may not want to participate for various reasons are encouraged to discuss concerns with your instructor.

Be Transparent

Note that any opinions expressed are your own, and communicate in a professional and appropriate manner. Your instructor will likewise follow these guidelines: *Anything that the instructor says is strictly his/her opinion and is not speaking on behalf of FHSU.*

Safeguard Others' Privacy

When telling stories about real students and classroom, school, and district challenges, *don't* identify the location, names, job titles or any other personal information protected by state and federal privacy laws.

Adhere to the Golden Rule of Social Media: Post about others as you would have them post about you.

ADA-SERVICES FOR STUDENTS WITH DISABILITIES

Fort Hays State University recognizes its obligation to provide reasonable accommodations to qualified students with disabilities. The university must make reasonable accommodations when the student has provided the Coordinator of Services for Students with Disabilities with objective and appropriately documented evidence supporting the request. If you have any disability, which may impede your access to or your work in this class, please let me know as soon as possible. The Services for Students with Disabilities Office is located in the Office of Student Affairs, Sheridan 208, 785-628-4276 or information can be found at <http://www.fhsu.edu/disability/get-access/>

EARLY IQ – ACADEMIC SUCCESS

Fort Hays State University has recently acquired and is in the process of implementing Early IQ, an early alert and intervention program designed to help identify FHSU students who may need extra help in achieving academic success. Early IQ is for all students, and any student referred to the program will be contacted through his or her Scatcat email. If you have questions or a need for further information, please contact the Office of Student Affairs at 785-628-4277 or stop by Sheridan Hall, room 208.

WRITTEN ASSIGNMENT CRITERIA

All written assignments must be typed and should conform to the basic principles of effective writing along with appropriate APA style guidelines which is widely used in education. Thus, 12-point type, 1-1 ¼" margins on all sides, double-spaced format, and white paper must be used. If applicable, staple all written work turned in for a grade. The instructor will not provide staples. Please do not submit written work in binders, plastic pages, folders, or the like. It's also a good idea to make copies of all written assignments and track your points/grade. For on-campus students, most assignments will be returned in class. While exams will be handed out for review, the instructor keeps them for archival purposes. Assignments not returned will be held for one semester after the conclusion of the class.

HELP WITH WRITING

Smarthinking.com at Fort Hays State University provides online tutoring and writing services to students who are currently enrolled as online learners. The phrase “**online learner**” is defined as a **currently enrolled student taking only Virtual College courses**. On-campus students have access to Academic Success Programs and the Writing Center and, therefore, are not eligible.

Please note that eligibility for services is determined based on a review of current semester/term information. Please feel free to **contact the Virtual College** with any questions or concerns you might have at 800-628-3478 ext. 4291 /785-628-4291. Students will need to provide their names and FHSU ID numbers to confirm eligibility for Smarthinking.

ASSIGNMENTS, ACTIVITIES, AND PROJECTS

Candidates are expected to participate in class activities on a regular basis. Participatory activities are critical and will be a factor in determining your final grade. Poor attitude and not being prompt with assignments will adversely affect the course grade.

1. DISCUSSION BOARD (Assesses all objectives)

This course is designed around interaction and participation via use of discussion threads located in the Discussion Board (DB). The DB topics are based on course discussions and assignments. Your active participation in the discussions and contribution to the learning community are integral to this class. Regular reading and involvement in the DB will also have a significant impact on what you can learn in this course and will be a factor in determining your final grade. Practicing professionalism will enhance your chances of excelling in the teaching profession. The disposition policy for this class is based on the Professional Educator values. A complete copy of the Fort Hays State University Teacher Education Unit Disposition Statement is available. Also, familiarize yourself with the *Social Media Guidelines for Students* located in this syllabus.

The DB will begin in WEEK ONE. Questions/statements related to the readings and/or assignments will launch by 12:00 AM each Monday morning. Up to 6 points can be earned for responding to the questions/statements, and another 3 points can be earned for responding to at least one other student’s post on or before the following Sunday NO LATER than 11:59 PM CST. Points WILL NOT be given for superficial responses (bluffing), incorrect responses, responses unrelated to the original questions/statements, or with multiple grammar and spelling errors. **PLEASE PROOFREAD.** The questions/statements are intended to begin discussions rather than limit them; therefore, limits will not be placed on the number of replies. **Important:** **Please DO NOT use the DB to ask questions about how to complete an assignment, grading, or for items that only the instructor can answer. These types of questions should be sent to the instructor’s email account.** The DB will be graded using the rubric accessed at this link <https://www2.uwstout.edu/content/profdev/rubrics/discussionrubric.html> (15 weeks @ 9 pts/week = 135 pts.)

DB topics will include but not be limited to the following: standardized testing related to NCLB, formative and summative assessment, varied testing formats, absence-of-bias, appropriate and inappropriate test-preparation practices, state accountability, value of curriculum and alignment with assessments, interdisciplinary curriculum, and 21st century skills.

2. TEXTBOOK READABILITY EVALUATION (Assesses objectives 3, 4, and 6)

Using a text set (e.g. teacher manual, student edition, and other related materials) plus the link <http://www.readabilityformulas.com/free-fry-graph-test.php>, you will evaluate the readability level of the materials on the Fry and Raygor Graphs. (25 pts.)

3. EXAM 1 (Assesses objectives 2-4)

The exam will cover chapters 1, 2, 5 and 12 from the *Classroom Assessment* text. (50 pts.)

4. MOCK CLASSROOM – Formative & Standardized Assessment (Assesses objective 4)

Using mock formative classroom and standardized assessment data, you will write an analysis and draw implications for your future classroom. The instructor will provide a scoring guide to assist with the analysis (35 pts). You will also participate in a group analysis and discussion (DB#4 in Week 4) of instructional implications of the assessment data (9 pts).

5. TEST CONSTRUCTION* (Assesses objectives 3 and 4)

Based on information from chapters 6, 7, and 8 of the *Classroom Assessment* text, you will create a unit test for a current or former internship. If you are not in or have not taken an internship, please visit with the course instructor to adapt this assignment. A rubric and guidelines for the test's construction will be provided by the course instructor. This assignment will also need to be uploaded to Tk-20 for accreditation purposes. (100 pts.)

6. SKILL-FOCUSED RUBRIC (Assesses objective 4)

Based on information from chapter 8, you will create a skill-focused rubric. A scoring guide and guidelines for the assignment will be provided by the course instructor. (35 pts.)

7. LEARNING TEAM (LT) IN VOICETHREAD.COM (Assesses objectives 1, 2 and 3)

Using the text, *Creating Standards-Based Integrated Curriculum*, students will be placed on a Learning Team (LT) for discussion and understanding of chapters 1, 2, 4, and 5. The LT will take place in Voicethread which allows for asynchronous discussion, that is, members do not have to be in Voicethread at the same time to complete the LT assignment. Each LT will contain 4-6 members. Each time the LT meets, each member of the LT will create no less than four question "statements" from the chapter. Each question is worth 4 points. The question statements **MUST** require LT members to use the Depth of Knowledge levels. Use the link http://dese.mo.gov/divimprove/sia/msip/DOK_Chart.pdf or one similar to access the DoK words. ALL FOUR LEVELS must be represented in the four question statements. TYPE the question statements and UNDERLINE, **BOLD**, or **highlight** the words you selected that represent the levels. **IMPORTANT** – Created question statements that do not use DoK language or are not worded in a manner that requires the LT members to utilize a DoK level(s) will **NOT** receive points. The four questions must be shared in the Voicethread with the other LT members no later than 11:59 PM (CST) on Wednesday evenings. Members have until Sunday evening by 11:59 PM (CST) to respond to the questions of at least two members of the LT. 5 points will be earned for responding to the four questions of at least two LT members. (4 pts./question x 4 rounds = 64 + 10 pts./sharing x 4 rounds = 40 for 104 total pts.)

A SAMPLE Question “Statement” = Page 197 in the text states several teacher benefits in the Curriculum of Identity Parallel. Please organize (DoK 2) the benefits in order of importance to you then develop an argument for (DoK 3) the benefit that you feel is the most important.

8. PROJECT BASED LEARNING (PBL) with PRESENTATION –

You will need to create a free account at www.bie.org then access its links and those below to help you with this assignment. A scoring guide and guidelines for the PBL will be provided by the course instructor. (75 pts.)

- What is PBL? - http://www.bie.org/about/what_is_pbl

- PBL Explained – Video (3:50)

http://www.bie.org/videos/video/project_based_learning_explained

- PBL Research: Synthesis (DO NOT complete this assignment using Outcomes or Practices.) – Review any 2 articles at the given link and, using a Venn diagram graphic organizer, share the differences and similarities between the two articles.

<http://www.bie.org/research>

- Project Overview

http://www.bie.org/tools/freebies/project_overview

- Read Chapter 3 Snapshots of Exemplary Integrated Programs and Chapter 6: Putting the Pieces Together in *Creating Standards-Based Integrated Curriculum*

- PBL and Common Core – and Next Generation Science Standards – PDF article.

http://images.bie.org/uploads/useful_stuff/PBL_Common_Core_article_BIE.pdf

- Review Elementary Projects to Get Ideas for Your PBL Project – Summarize five projects using the ? graphic organizer

http://www.bie.org/project_search

- PBL Essential Elements Checklist

http://images.bie.org/uploads/useful_stuff/Essential_Elements.pdf

- Teaching and Learning Guide

http://www.bie.org/tools/freebies/teaching_and_learning_guide

- PBL Presentation (using Voicethread.com) – Guidelines will be provided for the presentation to your peers.

EXTRA CREDIT – Other extra credit may be announced.

ADMINISTRATOR or TEACHER INTERVIEW (10 pts.)

Please select and ask one administrator or one K-6 teacher if he/she would agree to be interviewed. The purpose of the interview is to seek views on topics related to curriculum and assessment. Below is a list of questions to ask the interviewee. Feel free to ask follow-up and

additional questions, but you **MUST ASK** the stated questions below. You may also want to ask the interviewee if he/she would like the questions prior to the actual interview. Since you will be meeting with an administrator or teacher, professional communication and dress are expected. You may conduct the interview over the phone, but you may not use email to complete this assignment. To help you prepare for future interviews, it would be best to complete this in person. PLEASE be sure to thank your interviewee for taking the time to help you learn more about your future profession.

1. In my FHSU Curriculum and Assessment class, I have been learning about the importance of aligning my classroom instruction to the district/state standards, i.e. Common Core, assessments. What is the process your district uses to align what is taught in the classroom? (2 pts.)
2. What materials are available in your district to guide a teacher so she/he knows what content is the most important to teach and the pace that should be used to teach this content? (2 pts.)
3. With the Common Core Standards, newly revised Social Studies Standards, and now the Next Generation Science Standards (NGSS), what trainings have been provided and/or will be provided to assist the classroom teacher? (2 pts.)
4. This question is about Kansas and the ESEA Flexibility Waiver. Rather than focusing on meeting adequate yearly progress (AYP), the waiver relies on six measures known as Annual Measurable Objectives (AMOs). What do you believe are the benefits of the waiver for students, teachers, and the school district and/or what is your involvement in this process. (2 pts.)
5. Last, please share advice on ways that I can prepare now to more effectively teach and assess my future students. (2 pts.)

ASSESSMENTS and POINTS

| Assessments for TEEL 350 – Curriculum and Assessment | Points Possible | Points Attained |
|--|-----------------|-----------------|
| 1. Discussion Board (x15) | 135 | |
| 4. Textbook Readability Evaluation | 25 | |
| 3. Exam (Popham – Chapters 1, 2, 5, 12) | 50 | |
| 5. Mock Classroom – Formative Assessment | 35 | |
| 6. *Test Construction | 100 | |
| 7. Skill-Focused Rubric | 35 | |
| 8. Learning Teams (Drake – Chapters 1, 2, 4, 5) | 104 | |
| 9. Project Based Learning + Voicethread Sharing | 75 | |
| TOTAL POINTS | 559 | |

* = Unit Data Collection Point for CAEP related to assessment in the conceptual framework.

Grading Scale

A= 100-93%
 B= 92-85%
 C= 84-76%
 D= 75-67%
 U= 66-0%

Points Scale

A = 518-559
 B = 473-517
 C = 423-472
 D = 372-422
 U = 371 and below

BIBLIOGRAPHY

Johnson, A. P. (2009). *What every teacher should know about action research*.

Upper Saddle River, New Jersey: Pearson. (ISBN #9780137155842)

Marzano, R. J. (2000). *Transforming classroom grading*. Alexandria, VI: ASCD.

Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VI: ASCD.

Squires, D. A. (2009). *Curriculum alignment: Research-based strategies for increasing student achievement*. Thousand Oaks, CA: Corwin Press.

Strickland, C. A., & Imbeau, M. B. (2009). *The parallel curriculum: A design to develop learner potential and challenge advanced learners* (2nd ed.). Thousand Oaks, CA: Corwin

WEB RESOURCES

Link for the Buck Institute for Education – Problem Based Learning <http://www.bie.org/>

Link for the Kansas assessed standards www.ksde.org

Link for the adapted content standards for students with IEPs.

<http://www.ksde.org/Default.aspx?tabid=2388>

Link for the Common Core Standards <http://www.corestandards.org/>

Link to resources for embedding the Common Core Standards, 16 Habits of Mind, and Bloom's Higher-Level Thinking strategies <http://habitsandhigherlevel.weebly.com/index.html>

Link for the Kansas Education Resource Center (KERC). “The Kansas Education Resource Center contains tools for teachers to use in aligning classroom instruction and assessment to Kansas’ academic standards”. <http://www.kerc-ks.org/>

Link to the 21 Century Learning document for “teaching and learning that combines a discrete focus on 21st century student outcomes with innovative support systems to help students master the multi-dimensional abilities required of them in the 21st century”. <http://www.p21.org/>

Links to the APA style of citation (Caution – Please make sure the information is based on the 6th edition of the *Publication Manual of the American Psychological Association*.):

<http://owl.english.purdue.edu>

<http://citationcenter.net/ctool.php5?style=APA>

Link to Readability Graphs

<http://www.readabilityformulas.com/free-fry-graph-test.php>

Link to the Taxonomy of the Cognitive Domains (Bloom/Anderson/Krathwohl)

<http://www.uwsp.edu/education/lwilson/curric/newtaxonomy.htm>

Link to Free Graphic Organizers

http://edhelper.com/teachers/graphic_organizers.htm

Link to Assessment Tools in Science

<http://www.pearweb.org/atis/tools/browse?domain=true>

Links to the Depth of Knowledge (DoK):

http://dese.mo.gov/divimprove/sia/msip/DOK_Chart.pdf
http://www.aps.edu/rda/documents/resources/Webbs_DOK_Guide
<http://vimeo.com/42788913>

The **Tentative Course Calendar** appears next.

NOTE: The syllabus, tentative schedule, and/or evaluation instruments are subject to change according to the needs of the candidates, instructor, materials, equipment, time constraints, or program requirements. Changes may also be due to additional materials or equipment being available or not being available. The number of points may also change according to the needs of the class. **A final grade of C or better in this course must be achieved to meet Teacher Education Program requirements.**

TENTATIVE COURSE CALENDAR

| | |
|------------------------------------|---|
| Week 1 Aug. 19 - 25 | Link to the 21 st Century Skills - http://www.p21.org/ ; Due: DB #1; Syllabus Review |
| Week 2 Aug. 26 - Sept. 1 | <i>Classroom Assessment</i> – Read Chapters 1 and 2; Due: DB #2; Textbook Readability Evaluation |
| Week 3 Sept. 2 - 8 | <i>Classroom Assessment</i> – Read Chapters 5 and 12; Due: DB #3; Exam |
| Week 4 Sept. 9 - 15 | <i>Classroom Assessment</i> – Read Chapters 6 and 7; Information on Mock Classroom Assignment; Due: DB #4; Mock Classroom Formative Assessment |
| Week 5 Sept. 16 - 22 | <i>Classroom Assessment</i> – Read Chapters 8 and 9; Information on Skill-Focused Rubric; Due: DB #5; Skill-Focused Rubric |
| Week 6 Sept. 23 - 29 | <i>Classroom Assessment</i> – Read Chapters 11 and 13; Information on Test Construction Assignment; Due: DB #6; Test Construction |
| Week 7 Sept. 30-Oct. 6 | Information and Begin Learning Teams (LT) Using <i>Creating Standards</i> – Chapter 1; Due: DB #7; LT Question Statements & Responses |
| Week 8 Oct. 7 - 13 | Learning Teams (LT) Using <i>Creating Standards</i> – Chapter 2 Due: DB #8; LT Question Statements & Responses |
| Week 9 Oct. 14 - 20 | Learning Teams (LT) Using <i>Creating Standards</i> – Chapter 4 Due: DB #9; LT Question Statements & Responses |
| Week 10 Oct. 21 - 27 | Learning Teams (LT) Using <i>Creating Standards</i> – Chapter 5 Due: DB #10; LT Question Statements & Responses |
| Week 11 Oct. 28-Nov. 3 | Information on and Begin Activities for the PBL; Due: DB #11 |
| Week 12 Nov. 4 - 10 | Continued Activities for the PBL; Due: DB #12 |
| Week 13 Nov. 11 - 17 | Continued Activities for the PBL; Due: DB #13 |
| Week 14 Nov. 18 - 24 | Continued Activities for the PBL; Due: DB #14; Extra Credit |
| Week 15 Nov. 25–Dec. 1 | <i>Fall Break – No class. ENJOY!!!!</i> |
| Week 16 Dec. 2 - 8 | Due: DB #15; PBL Presentation in Voicethread |