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**SCHOOL OF Education - Virtual Campus**

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| Mission: *Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success and service to God and humankind.* |
| **COURSE NUMBER AND TITLE** | **CTED 4308 VC01 Implementing Instruction and Assessment** |
| **TERM AND DATES** | Spring 2014 (Feb 24 to May 17, 2014) |
| **INSTRUCTOR**bc | **Dr. Barbara Allen Carr****Wayland Baptist University****1900 W 7th St CMB 1284****Plainview, TX 79072****Office Location: 109 Van Howeling Education Complex (VHEC)****Office: (806) 291-1055****E-Mail:** **carrb@wbu.edu** |
| **OFFICE HOURS** | MW 8-10 AM; F 9-10 AM; other by appointment  |
| **COURSE DESCRIPTION****PREREQUISITES:** None | Implementing instruction that actively engages the learner; incorporates work-based learning principles; case management skills to foster learning; focuses on use of entrepreneurial, employability, and safety skills.  |
| **Class Meeting Times** | * This is an internet based class and does not have designated meeting times. Assignments are presented in weekly sessions and are due as noted on the course calendar and syllabus. Access is provided to class materials via Blackboard using student login and password. **Access to the internet** on a regular basis is a requirement for this course; we will use Blackboard as the learning system. All class discussions take place via the Discussion board. All class materials are distributed online and all assignments are located online.
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| **REQUIRED RESOURCE MATERIALS** | ***Student Textbook(s*)** 1. Emmer, E., & Evertson, C. (2013). ***Classroom management for middle and high school teachers* (9th ed.)** Boston, MA: Pearson. [ISBN-13-978-0-13-268968-7]
2. Dean, C., Hubbell, E. R., Pitler, H., & Stone, B.J. (2012). ***Classroom instruction that works: Research based strategies for increasing student achievement (2nd ed.).*** Alexandria, VA: ASCD. [ISBN 978-1-4166-1362-6]
* **Access to the internet** is required; Blackboard is the learning system. All class materials distributed online; all assignments collected online.
* Access to WBU Learning Resources [**www.wbu.edu/lrc**](http://www.wbu.edu/lrc)
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**Student Learning Outcomes** (correlated to competencies)**:**

1. Students will exhibit continuing growth in the development of interpersonal and technology skills **(C1-5, F1-3,E1-4).**
2. Students will demonstrate understanding of instructional delivery and assessment skills **(C1, C2,C3, C5,F2,F3,E2, E3,PPR 3)**
3. Students will define key concepts presented in the course, i.e., instructional strategies, timely feedback, appropriate assessment **(PPR 2 & 3).**
4. Students will develop and utilize lesson development skills **(PPR 2& 3)**
5. Students will create a safety plan designed for the course they will teach **(PPR 2)**
6. Students will recognize and understand the challenges inherent in implementing quality instructional materials **(C3, PPR3).**

**MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES:**

1. discussion boards (outcomes 1, 2, 3, 6)
2. short assignments (outcome 2, 3,4,6)
3. presentation (outcomes 1,5)
4. exams (outcomes 1, 2, 3, 4, 5,6)

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| **Attendance Requirements**:**Online Students** - Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. 1.       Student *attendance* in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. 2.       Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. 3.       Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. 4.       Any student who has not actively participated in an online class prior to the census date for any given term is considered a *no-show* and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. 5.       Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy. (Instructor’s Additional Policies: Attendance for this virtual course will be documented by the student’s online participation in class and submission of online assignments, thus attendance will be determined by the student’s online participation in course activity—not the last log in.) |
| **Disability Statement**: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations. |

**COURSE REQUIREMENTS:** *Appropriate interactions will be expected at all times, but most especially with interactions online. We must show respect for one another in all circumstances. I will show respect for you by not belittling or ignoring you. You will show respect for me by giving attention to assignments. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in my classes. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Wayland School of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both oral presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, and discussions will be taken into consideration as will correct and appropriate format and construction.*

1. The student will **read** all assigned materials, participate in class activities, and **complete assignments** at the appropriate time; due dates are important.
2. Weekly online **discussion board interactions** will allow **dialogue** among class members and provide opportunities for discussion among those persons who may exhibit a different perspective from your own. You are required to consider these perspectives and respond in an appropriate professional manner. There will be no tolerance for inappropriate responses including, but not limited to, vulgar or inappropriate language, name-calling, or demonstrations of anger. Students will ***post*** an answer to the question or statement and ***respond*** to two (2) others. **Posting and responses must be completed at the appointed time to ensure interaction with other students and will not be accepted late.**
3. The student will **complete short assignments** for demonstrating understanding of the primary concepts introduced in the course.
4. The student will **incorporate media and technology** to create a **presentation** related to the course (a list of possible choices will be provided).
5. The student will complete a **midterm** and a **final exam**.

**EVALUATION: UNIVERSITY GRADING SYSTEM**

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| **A 90-100 Cr Credit****B 80-89 NCR No Credit****C 70-70 I Incomplete\*****D 60-69 W Withdrawal****F below 60 WP Withdrew Passing** **WF Withdrew Failing X No grade given** **IP In Progress** | **A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded. \*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to the grade of F. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.** |

**Course grading criteria: All assignments are due as noted on course calendar. Late work will not be accepted unless approved by the instructor of the course; late work for discussion board entries will not be accepted at all. Late assignments may reflect a deduction to points earned.**

# **Grading Rubric:**

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| **Assignment** | **Possible** | **Earned** |
| **Discussion Boards (10 x 10)** | **100** |  |
| **A1** | **50** |  |
| **A2** | **50** |  |
| **A3** | **50** |  |
| **A4** | **50** |  |
| **A5** | **50** |  |
| **Midterm** | **200** |  |
| **A6** | **50** |  |
| **A7** | **50** |  |
| **A8** | **50** |  |
| **Project**  | **100** |  |
| **Final Exam** | **200** |  |
|  **TOTAL** | **1000** |  |

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| **CTED 4308: Implementing Instruction And Assessment - Tentative Calendar٭**  **٭I reserve the right to amend the tentative course calendar as needed during the course٭** |
| **Session**  | **Date** | **Preparation Materials** | **Reading** | **Assignments All assignments due midnight Sunday to accommodate those who must complete the work during the weekend (except final exam which is due by Thursday midnight)**. |
| **1** | Feb 24-Mar2 | **Syllabus & Basic Instructions** **Intro to Classroom Mgmt****Forward, Ack, and Intro -** **Research & Strategies**  | **Emmer Ch1****Dean Intro** | **Discussion Board 1 (DB1)****A1 –** **Preview of Application Project** |
| **2** | Mar 3-9 | **Organizing Class & Materials****Setting Objectives Effort/Recognition** | **E Ch2****D Ch 1 & 2** | **DB2****A2 -**  |
| **Mar 10-14 Spring Break MCj04374590000[1]** |
| **3** | Mar 17-23 | **Rules & Procedures****Homework /Practice**  | **E Ch3****D Ch 7** | **DB3****A3 – Rules & Procedures** |
| **4** | Mar 24-30 | **Managing Student Work****Cues, Questions, Adv Org & Nonlinguistic Representations** | **E Ch4****D Ch 4-5** | **DB4****A4 – Graphic Organizers** |
| **5** | Mar 31-Apr6 | **Good Start****Summarizing/ Notes**  | **E Ch5****D Ch 6** | **DB5****A5 – Taking Notes****Midterm Test**  |
| **6** | Apr 7-13 | **Planning & Conducting Instruction****Generating & Testing Hypothesis** | **E Ch6****D Ch 9** | **DB6****A6**  |
| **7** | Apr 14-20 | **Cooperative Learning Groups****Cooperative Learning** | **E Ch7****D Ch 3** | **DB7****A7**  |
| **8** | Apr 21-27 | **Maintaining Appropriate Behavior****Similar/Different** | **E Ch8****D Ch 8** | **DB8****A8**  |
| **9** | Apr 28-May 4 | **Problem Behaviors/ Managing Special Groups** | **E Ch10-11** | **DB9** |
| **10** | May 5-11 | **Communication Skills for Teaching** **Specific Applications Project**  | **E-Ch 9****D Ch 10** | **DB 10****Project** |
| **May 12-15** | **Final Exam**  | **Due by Thursday Midnight** |

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| **ACADEMIC HONESTY:** Wayland students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. The faculty member involved will file a record of the offense and the punishment imposed with the dean of the division, campus dean, and the provost/academic vice president. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. |
| **PLAGIARISM -** The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.1. When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*” Source: <http://www.spcollege.edu/academichonesty/#plag>
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**COURSE OUTLINE:** *This course is designed to assist the instructor in creating a classroom environment that promotes equity, excellence, and learning. Research-based strategies for increasing student achievement will be introduced. Theoretical concepts are complemented with practical applications in a variety of student developed products.* Specific areas of study include:

1. Creating an environment of Rapport and Respect
2. Establishing a Culture for Learning
3. Managing Classroom Procedures
4. Managing Student Behavior
5. Organizing Physical Space
6. 9 Strategies That Improve Achievement

**Professional COMPETENCIES FOR Career and Technical Education:**

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| **Scans Competencies** | **21st Century Learning Goals** |
| **A high performance workplace requires workers who have a solid foundation in basic literacy and computational skills, in the thinking skills necessary to put knowledge to work, and in the personal qualities that make workers dedicated and trustworthy.** | ***The skills, knowledge, and expertise individuals should master to succeed in work and life in the 21st Century.*** |
| **5 Competencies** | **4 Elements** |
| **C1 Resources** – know how to allocate time, money, materials, space, and staff | **E1** [**Core Subjects and 21st Century Themes**](http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=57&Itemid=120) **– moving beyond a focus on basic competency to promoting understanding of academic content at much higher levels by weaving in interdisciplinary themes (Global Awareness; Financial, Economic, Business, and Entrepreneurial Literacy; Civic Literacy; Health Literacy)** |
| **C2 Interpersonal skills** – work on teams, teach others, serve customers, lead, negotiate, work well with people from culturally diverse backgrounds |
| **C3 Information** – acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information | **E2** [**Learning and Innovation Skills**](http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=60&Itemid=120) **– skills that separate those who are prepared for increasingly complex life and work environments and those who are not (**[**Creativity and Innovation Skills**](http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=262&Itemid=120)**;** [**Critical Thinking and Problem Solving Skills**](http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=260&Itemid=120)**;** [**Communication and Collaboration Skills**](http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=261&Itemid=120)**)** |
| **C4 Systems** – understand social, organizational, and technological systems; monitor and correct performance; and design or improve systems |
| **C5 Technology** – select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment | **E3** [**Information, Media and Technology Skills**](http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=61&Itemid=120) – preparing to live in a technology and media driven environment marked by access to abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale ([**Information Literacy**](http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=264&Itemid=120)**;** [**Media Literacy**](http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=349&Itemid=120)**; Information, Communications, and Technology Literacy)** |
| **3 Foundation Skills** |
| **F1 Basic Skills –** reading, writing, arithmetic and mathematics, speaking and listening |
| **F2 Thinking Skills** – the ability to learn, to reason, to think creatively, to make decisions, and to solve problems | **E4** [**Life and Career Skills**](http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=266&Itemid=120) – skills for navigating the complex life and work environments in the globally competitive information age and developing adequate life and career skills **(Flexibility & Adaptability; Initiative & Self-Direction; Social & Cross-Cultural Skills; Productivity & Accountability; Leadership & Responsibility)** |
| **F3Personal Qualities** – individual responsibility, self-esteem and self-management, sociability, and integrity |

**Pedagogy and Professional Responsibilities (8-12) Standards for Trade and Industrial Education [Field 170]**

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| Standard 2 | ***Instructional Management and Safety: The T & I teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.***  |
| Standard 3 | ***Instructional Delivery: The T & I teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that engage students in the learning process, and timely, high-quality feedback.*** |