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| Mrs. Karen Quebe • Winter • 806.291.1046 |
| 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:** EDUC4328-Curriculum and Assessment for Secondary School

# Term and Dates: Spring 2017 (February 26-May 19)

# Instructors Name: Karen Quebe

# Office Address: 204 VHEC-WBU Plainview Campus

# Office Phone Number: (806) 291-1046

# Email Address: [quebek@wbu.edu](mailto:quebek@wbu.edu)

**Course Description:** A classroom interactive approach to the study of curriculum and assessment. Examination of major curriculum trend and issues. Emphasis on new curriculum innovations and emphasizes. Prerequisite(s): [EDUC 3302](http://catalog.wbu.edu/content.php?filter%5B27%5D=EDUC&filter%5B29%5D=4328&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=4&expand=&navoid=195&search_database=Filter#tt3173) Field experience: 8 hours.

**Required Resource Materials:**

A. Savage, T., & Savage, M. (2012). Teaching in the secondary school (7th ed.). Boston: Pearson.

B. Access to: WBU Learning Resources [www.wbu.edu/lrc](http://www.wbu.edu/lrc)

**Course Outcome Competencies:**

**PPR 8-12 Educator Standard One**: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. The student will be able to:

* + Plan instruction that motivates students to want to learn and achieve
  + Exhibit appropriate knowledge of a subject to promote student learning
  + Use a variety of pedagogical techniques to convey information and teach skills
  + Use a variety of assessment methods, including technology, appropriate for evaluating student achievement of instructional goals and objectives and communicate assessment criteria and standards to students
  + Design assessments, where appropriate, that reflect real-world applications of knowledge and understanding

**PPR 8-12 Educator Standard Three**: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. The student will be able to:

* Interact with students in ways that reflect support and show respect for all students
* Communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing
* Use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions
* Use flexible grouping to promote productive student interactions and enhance learning
* Use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific and bases that feedback on high expectations for student learning.

**Student Learner Outcomes: TEA Standards**

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| ***Standard I. Domain I. Competencies 001-004 Domain III. Competencies 007-010 The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.*** |
| 1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS); |
| 1.8k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues; |
| 1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills; |
| 1.10k how lesson content and skills connect with other disciplines and within the discipline; and |
| 1.11k current research on best pedagogical practices. |
| 1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate; |
| 1.13k the importance of developing instructional goals and objectives that can be assessed; |
| 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and |
| 1.15k the importance of aligning instructional goals with campus and district goals. |
| 1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning; |
| 1.17k the importance of knowing when to integrate technology into instruction and assessment; and |
| 1.18k the use of resources beyond the campus to help students meet academic and nonacademic needs. |
| 1.19k the importance of designing instruction that reflects the TEKS; |
| 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence; |
| 1.22k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning; |
| 1.23k the benefits of designing instruction that integrates content across disciplines; and |
| 1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness. |
| 1.25k the role of assessment in guiding instructional planning; |
| 1.26k the importance of creating assessments that are congruent with instructional goals and objectives; |
| 1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies; |
| 1.28k the role of technology in assessing student learning; |
| 1.29k the benefits of and strategies for promoting student self-assessment; |
| 1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and |
| 1.31k how to analyze data from local, state, and other assessments using common statistical measures. |
| 1.1s plan lessons that reflect an understanding of students’ developmental characteristics and needs; |
| 1.2s adapt lessons to address students’ varied backgrounds, skills, interests, and learning needs, including the needs of English language learners; |
| 1.3s use effective approaches to address varied student learning needs and preferences |
| 1.4s plan instruction that motivates students to want to learn and achieve; and |
| 1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction; (TEKS) to plan instruction; |
| 1.7s exhibit appropriate knowledge of a subject to promote student learning; |
| 1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content; |
| 1.9s plan instruction that reflects an understanding of important prerequisites relationships; |
| 1.10s plan instruction that makes connections within the discipline and across disciplines; and |
| 1.11s use a variety of pedagogical techniques to convey information and teach skills. |
| 1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate; |
| 1.13s develop instructional goals and objectives that are able to be assessed; |
| 1.14s develop instructional goals and objectives that reflect students’ age, developmental level, prior skills and knowledge, background, and interests; and |
| 1.15s develop instructional goals and objectives that reflect different types of student learning and skills. |
| 1.16s use various types of materials and other resources to aid in preparing and implementing instruction; |
| 1.17s use technological tools to promote learning and expand instructional options; and |
| 1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students’ learning opportunities |
| 1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS; |
| 1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning; |
| 1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives; |
| 1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and |
| 1.23s provide students with opportunities to explore content from many perspectives. |
| 2.5k the necessity of communicating teacher expectations for student learning |
| 2.12k the classroom roles of paraprofessionals, volunteers, and other professionals, including substitute teachers, in accordance with district policies and procedures. |
| 2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and |
| 2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement. |
| 2.7s organize and manage groups to ensure that students work together cooperatively and productively; |
| 3.1k the importance of clear, accurate communication in the teaching and learning process; |
| 3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs; |
| 3.6k how to present content to students in relevant and meaningful ways |
| 3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations; |
| 3.8k the importance of promoting students’ intellectual involvement with content and their active development of understanding; |
| 3.10k different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts; and |
| 3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning. |
| 3.12k characteristics of effective feedback for students; |
| 3.13k the role of timely feedback in the learning process; and |
| 3.14k how to use constructive feedback to guide each student’s learning. |
| 3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and |
| 3.16k situations in which teacher flexibility can enhance student learning. |
| 3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher’s commitment to students; |
| 3.3s use spoken and written language that is appropriate to students’ ages, interests, and backgrounds; |
| 3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions; |
| 3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and |
| 3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students’ knowledge. |
| 3.7s create lessons with a clearly defined structure around which activities are organized; |
| 3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process |
| 3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively; |
| 3.10s represent content effectively and in ways that link with student’s prior knowledge and experience; |
| 3.11s use flexible grouping to promote productive student interactions and enhance learning; |
| 3.12s pace lessons appropriately and flexibly in response to student needs; |
| 3.13s engage students intellectually by teaching meaningful content in ways that promote all students’ active and invested participation in the learning process; and |
| 3.14s encourage students’ self-motivation and active engagement in learning. |
| 3.15s use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific; |
| 3.16s promote students’ ability to use feedback to guide and enhance their learning; and |
| 3.17s base feedback on high expectations for student learning. |
| 3.18s respond flexibly to various situations, such as lack of student engagement in a learning activity or the occurrence of an unanticipated learning opportunity; |
| 3.19s adjust instruction based on ongoing assessment of student understanding; and |
| 3.20s use alternative instructional approaches to ensure that all students learn and succeed. |

**To achieve the following outcomes**:

* Students demonstrate communication skills by developing and utilizing their understanding and personal experiences within the field of education to articulate a philosophy of education and an autobiography.
* Students demonstrate critical thinking skills by working in small groups to develop and teach lessons.
* Students demonstrate effective application of information and professional technology by using technology tools during lesson presentations.
* Students demonstrate knowledge of the similarities and differences within and between students and school culture and utilize the information to make reflective decision regarding their choice of teaching field and certification areas.
* Students demonstrate knowledge of ethics by recognizing and understanding the unique characteristics within the field of education as they apply to specialized vocabulary legal requirements/guidelines and ethical considerations.

**Means for Assessing Student Achievement of the Outcome Competencies and TEA Standards:**

1. Thought Provoker Topics
2. Weekly Quizzes
3. Research Project
4. Lesson Plan Development
5. Competencies and Domains (2.4k, 2.1s, 2.2s, 2.21s, 3.14s)
6. Exams

**Course Requirements**: I place great value on professionalism. Professionalism is a key component to being an effective teacher, and this semester is your opportunity to demonstrate professionalism. Professionalism will be expected during class time on campus and especially during your field experiences. This component will be evaluated based upon my perspective, the Teacher Education Code of Conduct, and your actions. 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 Division 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, discussions, and field experiences will be taken into consideration as will correct and appropriate format and construction.

**Attendance Requirements:** Students enrolled in the University’s Virtual Campus should make every effort to participate fully in the class. In order to make up incomplete work, the student must explain the reason for the deficiency to the instructor, who will then determine whether the omitted work may be made up. When a student shows a lack of participation considered by the instructor to be excessive, the instructor will so advise the student. Any student who misses 25 percent or more of the class assignments will receive a grade of F in the course. Additional participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy. Student grade appeals should be addressed, in writing, to the campus dean.

**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.

**Academic Course Requirements:**

* ***Thought Provoker Topic:***(150 total pts.-15@10 pts. per chapter) There will be a ‘thought provoker’ topic posted in the Weekly Learning Module assigned each week. Students are expected to post significant, substantive responses that indicate research, reflective thinking and practical experiences on textbook content and related topics and then post a response to at least two other student’s submission for that week. ‘Thought Provoker’ posts should be completed no later than Thursdays to ensure interaction with other students.
* ***Successful completion of weekly quizzes:***(150 total pts.-15@10 pts. each) At the end of each chapter, a quiz covering the assigned readings and lecture notes will be given.Quizzes will be in a true/false, multiple choice and short answer format. The quizzes will be posted in the Weekly Learning Module for each week.
* ***Projects:***

Component 1-Field Experience-(100 total pts.)

* Reflective Analysis (80 total pts.-8@10 pts. each) Students will be expected to document a minimum of 8 hours of field-based experiences. During the field-based experience, you should be actively engaged in the instructional activities in a classroom setting in your content area. A written reflection, describing in detail what you did from beginning to end of **each** field experience will be due at the end of the semester.
* Documentation form-(20 pts.) A Field-based Experience Documentation Form (located in the ‘Course Documents’ area of the main menu in Blackboard), documenting a minimum of 8 hours of observation is to be submitted at the end of the semester.

Component 2-Various assignments throughout the term (125 total ppts.-5@25 pts. each). The assignments will be

explained in the Learning Modules.

* ***Lesson Plan Development****:* (1@100 pts.) Students will develop a lesson for their chosen grade/subject level. **The lesson plan needs to follow the approved lesson plan format located in the ‘Course Documents’ area of the main menu and all elements of the lesson cycle must be included.** If you have questions, do not hesitate to ask.
* ***Midterm Exam:***(1@100 pts.) The midterm will cover readings/lectures from the first half of the course. The midterm exam will be in true/false, multiple choice, and short answer format.
* ***Final Exam:***(1@100 pts.) The final exam will cover readings/lectures from the second half of the course. The final exam will be in true/false, multiple choice, and short answer format.

**Total Possible Points= 825** 825-743= A

742-660= B

659-578= C

577-495= D

494 or less= F

**STUDENT APPEALS:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Course Outline:**

**Part I: Teaching in an Age of Change**

* The Changing World of Teaching
* Reasons for Teaching
* Historical Development of Secondary Education
* Current Reform Trends
* Improving Teacher Quality
* Students and Schools
* Schools
* Who Are the Students
* Understanding Diversity
* Serving All Students
* Guidelines for Promoting Academic Success
* Reflective Teaching
* What is Reflective Teaching
* Reflective Decision-Making
* Making Fluid Plans
* Formal and Informal Professional Growth
* Opportunities
* The Professional-Development Portfolio

**Part II: Teaching in an Age of Change**

* What Should Students Learn? Defining the Curriculum
* Factors Influencing Curriculum Content
* Selecting the Content of Instruction
* Developing Goals and Instructional Objectives
* Learning Assessment: Making Data-Driven Decisions
* Assessment and Evaluation
* Assessment Principles
* Assessment Purposes
* Assessment Options
* Evaluation and Grading
* Planning Units and Lessons
* Planning Types
* One Size Does Not Fit All: Differentiated Instruction
* Defining Differentiated Instruction
* Altering Variables to Accommodate Individual Differences
* Preparing for Differentiated Learning

**Part III: The Instructional Act**

* Models of Direct Instruction
* Determining the Instructional Value of Direct Instruction
* Basic Characteristics of Direct Instruction
* Underlying Principles
* Direct Instruction: Lesson Models
* Implementing Direct Instruction
* Reflecting on Direct Instruction
* Direct Instruction and Student Characteristics
* Teaching for Higher-Level Outcomes
* The Constructivist View of Learning
* Metacognition
* Discovery Learning
* Creative Thinking
* Critical Thinking
* Problem-Solving
* Decision-Making
* Small-Group and Cooperative Learning
* Creating Conditions that Facilitate Small-Group Learning
* Preparing Students for Small-Group Work
* Cooperative Learning Approaches
* Cooperative Learning in Diverse Classrooms
* Reading Across the Curriculum
* Creating Conditions to Stimulate Reading
* A Reading Framework
* Using Tradebooks in the content classroom
* Successful Management and Discipline
* Why Do Students Misbehave?
* Defining Management and Discipline
* The Discipline Dimension: Solving Discipline Problems

**Part IV: The Professional Context**

* Legal Issues
* Legal Issues Affecting Students
* Legal Issues Affecting Teachers
* Career-Long Professional Growth
* What is a Professional?
* Professional Development Stages
* Evaluating Classroom Performance
* Professional Growth Opportunities
* Career Options

**Weekly Learning Modules:** Weekly Learning Module Folders have been set up for each week of the course. These folders contain your reading assignment, ‘Thought Provokers’, weekly quizzes, lecture notes, and other valuable information for that week. Weekly Learning Modules Folders will remain open **one week** past the posted due date, but **all assignments are due on the due dates specified in each Learning Module**. Once these units are closed, they will not be re-opened for you.

**Assignment Submission:** The Assignment Submission menu item contains the links to use when submitting assignments. To submit your work, click on the link that corresponds to the assignment that you are submitting. When submitting an assignment, please save the document as an **RTF** file before submitting the document. Remember, if I can’t open it, I can’t grade it. All work must be submitted by the deadline posted. **All late assignments will receive a 20% point deduction for the first 3 days it is late. After 3 days, the assignment will receive a grade of 0, unless prior arrangements are made with me in ADVANCE.**

**System Requirements:** Online courses require that the student have:

**IBM Computers and IBM Compatibles with Windows Operating System:**

Pentium Processor or better (Pentium 100 or better recommended), 32 MB RAM (32 MB or more recommended), Hard disk drive with minimum of 50 MB free (70 MB or higher free space recommended), 56k or higher recommended, 256 color monitor, Windows operating system

**Compatible** **Word processing programs**:

1. Microsoft Word (either singly or as part of Microsoft Office) *or*
2. Word Perfect: Must save work as Rich text Format *or*
3. Open Office: download free at [www.openoffice.org](http://www.openoffice.org)

**(NOTE: Microsoft Works is not supported)**

**Internet Browsers:**

1. Internet Explorer 6 or higher (Version 8 is not supported)
2. Netscape
3. Firefox (Release 3 is NOT supported by Blackboard)
4. Safari (PC or Mac version)

**(Note: AOL browser not supported)**

**\*\*\*The new Google Chrome beta is not supported**

Please check the Computer Personal settings link at the bottom of the Blackboard login page for specific requirements for Blackboard.

**Academic Honesty:** University 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 illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

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. (See the current Wayland Baptist University Catalog, p. 88, for penalties that may be applied to individual cases of academic dishonesty and the process involved for filing a record of the offense.)

**Evaluation:** University Grading System:

A 90-100 CR for Credit WF Withdrawal Failing

B 80-89 NCR No Credit X No grade given

C 70-70 I Incomplete\* IP In progress

D 60-69 W for withdrawal

F below 60 WP Withdrawal Passing

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.

**Communication:** I encourage each of you to contact me as soon as possible if you have questions or problems. My preferred method of communication is via email. I will be checking my email at least once every 24 hours, so I will get back to you as soon as possible. You can attempt to contact me by phone, but it is easier and cheaper to communicate through email. I encourage each of you to interact with one another as well. Since this class is not conducted face-to-face, it is important to utilize the communication tools within Blackboard and through email.

**Student Email Accounts:** The University has set up a Wayland Baptist University.wbu.edu email account for each of you. If you have not already done so, **activate this email account ASAP.** This is the email address I will use to communicate with you. If I need to notify you of information during a time when Blackboard is down or for other various reasons, this is how I will contact you. You may go to [www.wbu.edu/current\_students/student\_email](http://www.wbu.edu/current_students/student_email) for information on howto set up your wayland.wbu.edu account. This site will also give you information on how to forward mail from your wayland.wbu.edu account to an email account that you check routinely.

After reading through the syllabus, please email me with your current email address for verification. Send it to: [quebek@wbu.edu](mailto:quebek@wbu.edu). (It could be worth extra points before the class even begins!!)

**Important Dates for Course:**

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| March 12-16 |  | Spring Break |
| March 30 |  | Good Friday |
| April 2 |  | Easter Monday |