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| WAYLAND BAPTIST UNIVERSITY**DIVISION OF EDUCATION****PLAINVIEW 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. |
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| **EDUC 5328 Instructional and Assessment Strategies II – Spring 2018** |
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| **CLASS MEETS:** Online CourseTERM AND DATES: Spring 2018 (February 26 to May 19, 2018)INSTRUCTOR’S NAME: Dr. Sylvia PhippsOFFICE LOCATION/HOURS: Room A227 – University Academic Center 8300 Pat Booker Rd, Live Oak, TXThursday 10:30am – 6:00pm All other hours by appointment only PHONE: (210) 486-5812 office (830) 832-9914 cell/textE-MAIL ADDRESS: phippss@wbu.edu  |
| **Class hours: 45 hours** |
| **Catalogue Description:** An extension of EDUC 5305 and includes advanced techniques in planning, instructional strategies and assessments. Examination of major curriculum trends and as well as strategies being used to implement curriculum reforms.**Prerequisite(s)**: EDUC 5305  |
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| **Field experience:** 8 hours |
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| **Required Resource Material:** |
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| Savage, T., & Savage, M. (2012). Teaching in the secondary school (7th ed.). Boston: Pearson. |
| NOTE: An internet account is required. ISBN-13: 978-0-13-210152-3 |
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| **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.
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| **Student Learner Outcomes****TEA STandards**

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| ***Standard I. Domain I. Competencies 001-004 Domain III. Competencies 007-010The 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.**  |
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| **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.** |
| 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.
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| **MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES AND TEA STANDARDS:**1. Formative Assessment
2. Summative Assessment
3. Optional Assessments
4. TEA Standards
5. Competencies and Domains (2.4k, 2.1s, 2.2s, 2.21s, 3.14s)
6. Differentiation
7. Data Based Decision Making
8. Observations
9. Tech in the Classroom
10. exams
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| **Attendance Policy:**1. Campus Attendance Policy: The University expects students to make class attendance a priority. All absences must be explained to the instructor who will determine whether omitted work may be made up. When a student reaches the number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the dean at the campus where the course is offered. Any student who misses 25% or more of the regularly scheduled class meetings will receive a grade of “F” in the course. Student grade appeals should be addressed, in writing, to the campus dean. ***Note: This is a virtual campus course—there are no class meetings; therefore, see instructor’s additional policies below.***Instructor’s Additional Policies: Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of Wayland’s attendance policy. A student may petition the Academic Council for exceptions to the above stated policies by filing a written request for an appeal to the executive vice president/provost. 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. |
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| **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.**  |
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| **METHODS OF INSTRUCTION:** The delivery system for the course will consist of online instruction with Blackboard interactions. In an effort to accommodate the specific needs of students, instructional methods may include, but will not be limited to, the following: lecture, independent study, small group interactions, discussion groups, cooperative learning, peer reviews, presentations, and observations. |
| EVALUATION: University Grading System:A 90-100 Cr for CreditB 80-89 NCR No CreditC 70-70 I Incomplete\*D 60-69 W for withdrawal F below 60 WP Withdrawal Passing WF Withdrawal Failing X No grade givenIP 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. |
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| **Course grading criteria: All assignments are due as noted on course outline unless otherwise changed by professor. All assigned work must be done on a word-processer. Assignments not completed on time will reflect a lowered grade of 10%. Late work will not be accepted after 7 calendar days. If a student misses class the day an assignment is due, he or she must still turn in the assignment no later than the regular class meeting time to receive less than full credit for the assignment.** |
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| Folder/Journal | 100 points |
| TEKS Assignment | 100 points |
| Formative Assessment | 100 points |
| Summative Assessment | 100 points |
| Differentiation | 100 points |
| Field Experience | 100 points |
| Data Based Decision Making  | 100 points |
| Optional Assessment Project | 100 points |
| Practice Test | 100 points |
| Test | 100 points |
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|  Total | 1000 |

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| **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.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 members 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. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

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| EDUC 5328 Tentative Course Outline\*\*\*I reserve the right to amend the tentative course outline as needed during the course. |
|  | CLASSWORK | ASSIGNMENT |
| **Module 1**Week 1 & 2What Should Students Learn? | What should we learn?Chapter 5Introduction – Syllabus | Read Chapter 5TEA Standards – K’s and S’sETS – Test Prep ManualTEKS for your course and grade levelPass Practice Test |
| **Module 2**Week 3 & 4 | Learning AssessmentChapter 6 – Assessment and EvaluationAssessment Options | Read Chapter 6Formative AssessmentSummative AssessmentOptional AssessmentsGrading Criteria |
| **Module 3**Week 5 | Differentiated InstructionChapter 8 – Rate ContentMethodGoal | Read Chapter 8Differentiated lesson  |
| **Module 4**Week 6 | Centers, Small Group and Problem SolvingChapter 11Creating ConditionsSmall GroupCentersCooperative Learning | Read Chapter 11Create a lesson and a plan to have small groups, centers, cooperative learning |
| **Module 5**Week 7 & 8 | Legal IssuesChapter 14 –Student ResponsibilitiesStudent RightsConditions of EmploymentTeacher’s ContractsTeacher Dismissal and Due ProcessLegal Liability | Read Chapter 14Research Project |
| **Module 6**Week 9 | Understanding DiversityChapter 3 Diversity in Every Group | Read Chapter 3Project for Knowing Your StudentsTechnology and how can you use it |
| **Module 7**Week 10 | Reflective TeachingChapter 4 – What is it?Formal and Informal Professional Growth | Read Chapter 4Reflective Practice Project |
| Week 11 Final | FinalField Exp Doc Due  |  |

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