

Plainview Campus

**SCHOOL OF EDUCATION**

**Wayland Baptist University Mission Statement:** 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: EDUC 4328 & EDUC 5328 Instructional and Assessment Strategies**

**Term and Year:** Spring II 2021

**Course Instructor:** Trisha Giacomazzi

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**Office Hours, Building, and Location: Van Howeling Building, room 201**

**Class Meeting Time and Location:** Online

**Catalog 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. **Required Field Experience: 8 hours.**

**Prerequisite(s): EDUC 5305**

**Required Textbook and Resources:** Kellough, R. D. & Kellough, N. G. Secondary School Teaching: A Guide to Methods and Resources, (4th ed.). Pearson ISBN: 9780137049776

**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 Learning Outcomes

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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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**Attendance Requirements:** As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that 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 campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

**Statement on Plagiarism and Academic Dishonesty:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**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 and Grading Criteria:**

1. **Field Experience Reflection Papers: (8 @ 50 pts. = 400 pts.)**

You will arrange 8 different dates and times throughout the course for you to attend a Field Experience at a designated school. While you are in a classroom for this observation you are **required** to interactive with the students. Sitting in the room and “watching” the teacher will not be accepted as interaction. A written analysis paper will be written following the criteria in the assignment for each observation and then turned into the instructor via Blackboard. Please note: You must submit your reflective paper over your observation with detailed documentation of your interactions with students, otherwise you will **NOT** gain credit for this assignment. ***NOTE:*** All essays will be written using the APA Format in a Word document.

* (A Field-based Experience Documentation Form, documenting hours and describing the specific type(s) of interactive experiences during the minimum 8 hours, **MUST** be submitted at the end of the term in order to gain credit for the course.) ***NOTE:*** **If a student misses the field experience, they will be responsible for making this time up by contacting the school principal and scheduling a date/time to “make up” the time they missed.**
1. **Field Experience Schedule: (20 pts)** In Week One students will submit a Word document with the dates, times, and location of the **required 8 hours** of field experiences.
2. **Discussion Board: (8 @ 10 = 80 pts)** Students will participate in weekly discussion board activities by answering prompts and contributing to peers in the course in a professional fashion. Written work should be free of grammatical errors.
3. **TEKS Assignment: (100 pts)** Students will select one of their TEKs and write a behavioral objective, find the supporting TEKs and describe a summative test, project or activity where students could demonstrate their competency. Students in EDUC 5328 will use the WBU library data base and find a **peer reviewed study** covering state standards and write a 300-500-word review detailing the methodology, participants, results, and why it is relevant to their teaching profession using the APA 7th ed. Format and the c
4. **Formative Assessment: (50 pts)**
5. **Summative Assessment: (50 pts)**
6. **Differentiation: (100 pts)**
7. **Data Based Decision Making: (100 pts)**
8. **Final Exam** **(100 pts.)** -The final exam will be a Folder/Journal that includes a collection of work you have completed over the past 8 weeks.

**University Grading System:**

A 900-1000 points Cr for Credit

B 800-899 points NCR No Credit

C 700-799 points I Incomplete\*

D 600-699 points W for withdrawal

F below 600 points WP Withdrawal Passing

 WF Withdrawal Failing X No grade given

##  IP In Progress

**Grading Criteria:** 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 suing 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.

**Participation Policy:** Students are expected to attend class and be prepared! Communicate promptly with the professor in case of an unavoidable delay or absence in order to keep pace with the requirements of the course. Maintaining professional communication with peers and the instructor online during discussions at all times.

**Communication:** I encourage each of you to contact me as soon as possible if you have questions or problems. Please email or text me with any questions or concerns. I will be checking my email at least once every 24 hours, so I will get back to you as soon as possible. I encourage each of you to interact with one another as well. Since this class is conducted face-to-face, it is important to communicate with your professor on a regular basis and to use the resources within Blackboard. I will post announcements throughout the course on Blackboard, so please make sure you check each week for updates.

**Grade Appeal Statement:** “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 Vice President of Academic Affairs/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.”

**Tentative Course Schedule:**  The instructor reserves the right to amend the following tentative schedule as needed during the course.

| **Weekly Folder**/**Dates** | **Assignments & Reading** | **Projects/Assignments Due** |
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| Week 1 Mar. 22-26 | Greetings, Syllabus, Class Expectations, Observational Essays & expectations, **Reading Assignment:** Ch. 1: Secondary School Teaching TodayCh. 2: Teacher Professional Responsibilities | Background check paperwork Discussion Board #1\*Assignments due Sun. Mar. 28 |
| Week 2 Mar. 29-Apr. 2 | **Reading Assignment:**Ch. 3 Thinking and QuestioningCh. 4 The Classroom Learning EnvironmentField Experience #1 & 2TEA StandardsTEKS | Field Experience Essay #1Field Experience Essay #2Discussion Board #2\*Assignments due Apr. 4 |
| Week 3 Apr. 5-9 | **Reading Assignment**: Ch. 5 The CurriculumCh. 8 The Thinking Curriculum Field Experience #3 TEKs Assignment[Types of Knowledge and Bloom's Taxonomy](http://cte.illinois.edu/resources/topics/syllabus/blooms.html) | Field Experience Essay #3Discussion Board #3TEKs Assignment\*Assignments due Apr. 11 |
| Week 4Apr. 12-16 | **Reading Assignment:**Ch. 6 Planning the InstructionField Experience # 4  | Field Experience Essay #4Discussion Board #4Formative Assessments Assignment\*Assignments due Apr. 18 |
| Week 5Apr. 19-23 | **Reading Assignment:**Ch. 7 Assessing and Reporting Student AchievementField Experience # 5 | Field Experience Essay #5 Discussion Board #5Summative Assessment Assignment\*Assignments due Apr. 25 |
| Week 6 Apr. 26-30 | **Reading Assignment:** Ch. 9 Mastery Learning & Differentiated Instruction Field Experience #46 | Field Experience Essay #6Discussion Board #6Differentiation Assignment\*Assignments due May 2 |
| Week 7 May 3-7 | **Reading Assignment:**Ch. 10 Organizing and Guiding Student Learning in GroupsField Experience #7  | Field Experience Essay #7Discussion Board #7Data-Based Decision Making Assignment\*Assignments due May 9 |
| Week 8 May 10-15 | **Reading Assignment:** Ch. 11 Professional Development: A Continuing ProcessField Experience #8**Final Exam Portfolio** | Field Experience Essay #8Discussion Board #8**Final Exam Portfolio**\*Assignments due Apr. 15 |

**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 <http://email.wbu.edu> to set up the account.