

 **WAYLAND BAPTIST UNIVERSITY**

 **SCHOOL OF Education**

 **Plainview Campus**

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:** EDUC4328 Curriculum and Assessment for Secondary School; Section—PL01

**TERM AND DATES:** Spring II 2023

INSTRUCTOR’S NAME: **Mrs. Tracy Dawson, Adjunct Faculty, Wayland Baptist University**

**CONTACT INFORMATION:**

 Phone #: (806) 292-0291

 Email: tracydawson0291@gmail.com and tracy.dawson@wayland.wbu.edu

**CLASS MEETING TIMES:** Online

**OFFICE HOURS:**  4:00-4:30 Monday/Wednesday Room 203

**CATALOG COURSE DESCRIPTION:**

An online interactive approach to the study of curriculum and assessment. Examination of major curriculum trends and issues. Emphasis on new curriculum innovations.

Field experience: 6 hours will be required.

**PREREQUISITES:** EDUC 3302 Instructional Strategies and Practices

**REQUIRED TEXTBOOK(S) AND RESOURCE MATERIALS:**

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

ISBN: 9780132101523

**COURSE OUTCOME COMPETENCIES:**

By the end of this course, students will:

PPR EC-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 EC-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.

**edTPA Rubrics 1-15**

 • Rubric ONE-Planning for Understanding

 • Rubric TWO-Planning to Support Varied Student Learning Needs

 • Rubric THREE-Using Knowledge of Students to Inform Teaching and Learning

 • Rubric FOUR- Identifying and Supporting Language Demands

 • Rubric FIVE-Planning Assessments to Monitor and Support Student Learning

 • Rubric SIX-Learning Environment

 • Rubric SEVEN-Engaging Students in Learning

 • Rubric EIGHT-Deepening Student Learning

 • Rubric NINE-Subject-Specific Pedagogy: Analyzing Evidence and/or Data

 • Rubric TEN-Analyzing Teaching Effectiveness

 • Rubric ELEVEN-Analysis of Student Learning

 • Rubric TWELVE-Providing Feedback to Guide Further Learning

 • Rubric THIRTEEN-Student Understanding and Use of Feedback

 • Rubric FOURTEEN-Analyzing Students’ Language Use and Learning

 • Rubric FIFTEEN-Using Assessment to Inform Instruction

**ATTENDANCE & PARTICIPATION 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 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.

**LATE WORK POLICY:** As a professional in the education field, you will be required to work with many deadlines. It is imperative that you start learning how to manage your time. For this reason, late assignments are strongly discouraged. Late work for electronic assignments will be accepted one day late (meaning you submit the assignment by 11:59 pm the following day) for a 10 point deduction. Technology-related excuses will not be accepted. You must plan adequate time to trouble-shoot. Always test your files before they are due!

**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**

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

| **Week/Dates** | **Assignments** | **Due date** | **Grading** |
| --- | --- | --- | --- |
| Week 1/March 27-31 | Reading assignment: Chapter 1 & 3 - The Changing World of Teaching & Understanding DiversityDiscussion Board: 1 & 2Timeline (Google slides) - collaborative assignmentField Experience Schedule | April 2nd | Project Rubric/Discussion Post Rubric/Field Experience Schedule Rubric |
| Week 2/April 3-7 | Reading assignment: Chapter 4 - Reflective TeachingDiscussion Board: 3Grade Level Assignment1st Field Experience Essay | Monday April 10th(The 9th is Easter) | Writing Rubric/Discussion Post Rubric |
| Week 3/April 10-14 | Reading assignment: Chapter 5 - What Should Students Learn? Defining the CurriculumDiscussion Board: 4Writing Instructional Objective assignment | April 16th | Writing Rubric/Discussion Post Rubric |
| Week 4/April 17-21 | Reading assignment: Chapter 6 - Learning Assessment: Making Data-Driven DecisionsDiscussion Board: 5Midterm Assessment Assignment2nd Field Experience Essay | April 23rd | Writing Rubric/Assessment Project Rubric/Discussion Post Rubric |
| Week 5/April 24-28 | Reading assignment: Chapter 7 - Planning Units and LessonsDiscussion Board: 6edTPA lesson plan assignment | April 30th | edTPA Lesson Plan Rubric/Discussion Post Rubric |
| Week 6/May 1-5 | Reading assignment: Chapter 8 - One Size Does Not Fit All: Differentiated InstructionDiscussion Board: 7Google Form differentiation assignment3rd Field Experience Essay | May 7th | Project Rubric/Writing Rubric/Discussion Post Rubric |
| Week 7/May 8-12 | Reading assignment: Chapter 9&10 - Models of Direct Instruction & Teaching for Higher-Level OutcomesDiscussion Board: 8Assignment on Comparison of Direct Instruction and Teaching for Higher Level Outcomes 4th Field Experience Essay | May 13th(Sunday May 14th is Mother’s Day) | Discussion Post Rubric/Writing Rubric |
| Week 8/May 15-19 | Reading assignment: Chapter 11Final Portfolio Assignment | May 18th  | Project Rubric |
| May 19th | Final Grades Due 4:00pm |  |  |

**University Grading System:**

A 90-100 Cr for Credit

B 80-89 NCR No Credit

C 70-79 I Incomplete\*

D 60-69 W for withdrawal

F 0-59 WP Withdrawal Passing

 WF Withdrawal Failing X No grade given

IP In Progress

**\***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.

**Method of Evaluation:**

Discussion Boards - 10% (8 @ 1.25% each)

Field Experience Schedule - 5%

Field Experience Essays - 20% (4 @ 5% each) - Each one must be 1.5 hours direct contact with students

Midterm - 10 % (Assessment Assignment)

Assignments - 35% (6 @ 5.83% each)

Final Portfolio - 20%

**ASSIGNMENTS:**

**Assignments (35%) - Weekly:** Various assignments in conjunction with the chapter readings will need to be completed.

**Discussion Boards (10%) - Weekly:** Respond to the prompt and then respond to at least two of your peer’s responses. The first week has two discussion posts and the last week (finals) does not have a discussion post.

**Field Experience Schedule (5%) and Essays (20 %) Week 1,2,4,6,&7:**

During the semester, you will be required to complete 6 hours of field experience. To get credit for your experience, you must have a form signed by the teacher you observed, as well as a brief (1- 1/2 to 2 page) reflection of what you took away from **EACH** observation. Observations should be completed in 1 to 2-hour increments. **If this is NOT turned in by the due date you will receive no credit for the course.** These will be scheduled or substituted for a class meeting.

**Midterm Assessment Set (10%)- Week 4:** Each teacher candidate will choose a Texas teaching standard (TEKS) in his/her content area and grade level that correlates with his/her certification field. The teacher candidate should create a sample class UNIT assessment, and label each question with the correct Bloom’s Taxonomy Levels throughout the assessment. There should be a minimum of 15 questions on the exam. The questions can be created, borrowed from book banks, consist of released grade level district assessment items, etc. The complete assessment set should include a regular exam (see above), GT exam, accommodations (Special Ed and/or Dyslexia) exam, formative assessment and a retake assessment for the unit. These will be turned in on Blackboard and must be word processed.

**Final Portfolio (20 % ) - Week 8:** Each teacher candidate will post a video of a 20-minute lesson from his/her content area based on one of the Instructional Models presented in the course textbook. The teacher candidate will post a presentation during the last week of instruction for the semester. A rubric will be used to grade this assignment. Each teacher candidate will complete a lesson plan (in edTPA format with reflection) from Week 5 and various other artifacts for the portfolio.

**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**

“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.

* 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.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag

edTPA Lesson Plan Template (4 Page Limit)

Grade Level: Subject / Content area: Unit of Study:

Lesson Title: will change with ea. lesson Lesson Length:

| **Central Focus for the learning segment (Topic/Theme/Standards):** 1 sentence; what do you want students to do? What students will accomplish; Use action/verb; could include language function (rubric 4-sample of verbs); tie language function to central focus; verb from Blooms chart (6 levels); this is all about what students do! This and Blooms and Language Function will all be the same or very similar |
| --- |
| **Content Standard(s):** (List the number and text of the standard)only use one; put # and words; use correct font |
| **Learning Objectives** associated with the content standards: sentence for the teacher; NOT the student will….;that part of the standard that makes sense to students and teacher  |
| **Essential Question:**open-ended engaging question may be posted in classroom; NOT a rewording of content standard; intrigues the student |
| **“I CAN” Statement:**similar to Central Focus but MORE detailed;what is the students goal for today’s lesson |
| **Bloom’s Taxonomy Level:**just write the VERB you are working on today;connecting learning to activities |
| **Instructional Resources and Materials** to engage students in learning ***(includes what teaching WITH):*** bullet this; can use a website but won’t link |
| **Instructional Strategies and Learning Tasks** that support diverse student needs ***(specific strategies for specific learning needs and diversities):*** Kagan/Lead4Ward, etc.; “fuzzies” |
| **Differentiation and planned universal supports *(small groups—grouping strategies; Focus Students; Struggling Learners, etc.):*** should relate to data; how will you determine grouping;**English Language Learning Supports:**ELL (Rubric 4&5); speak, listen, write, read |
| **Vocabulary:**list;go into depth in commentary - it will be critically analyzed**Language Function:** matches Central Focus**Discourse:**how you write and speak about content vocabulary**Syntax:**how you organize content vocabulary into sentences |
| **Introduction (Include higher-order-thinking questions to ask students throughout the lesson):**’hook” “engage” students; read something interesting to them; bullet this; open-ended |
| **Procedures:**meat of the lesson; activities whole or small groups |
| **Conclusion/Lesson Wrap-Up:** |
| **Type of Student Assessments and what is being assessed:*** **Informal (performance-based) Assessment(s):**
* **Formal (all other types) Assessment(s)**:

***(Consider what modifications/accommodations to the assessments need to be made for students with varied learning needs)*** |
| Relevant theories and/or research best practices:bullet this if not you’ll miss putting this in commentary; Behaviorist - +/- reward; Cognitive- how does mind work during learning process; Constructivist - learner constructs knowledge; Humanist - a way to fulfill individual potential instead of a learning target - from Leader in Me |
| **Lesson Reflection:**how did it go? What might you change? (TASK 2) |

**PISD Lesson Template**

**2018.19**

**Content Objective:** What is the focus of the lesson?

*The subject-matter to be covered in the assigned time.*

* Do Now (Secondary) - should be a preview of the day’s lesson and take 3-5 minutes and tie to content objective.

**Model (I Do):** Clear/Concise presentation where students can watch and listen to the teacher deliver and apply the concept. *Amount of time modeling should be relative to the aligned content* (Introducing, developing, mastering- IFD). https://www.cebm.net/wp-content/uploads/2016/09/Blooms-Taxonomy-Teacher-Planning-Kit.pdf

* Rigor (Low –Knowledge/Comprehension; Medium –Application/Analysis; High-Synthesis/Evaluation)
* Relevance (In Content, Across Content, Real World)

**Student Engagement: Evidence of Learning**  (Guided & Independent Practice) *The bulk of the lesson should be spent in this part of the cycle focused on engaged time for students. Provide students opportunity to practice on their own, giving them multiple opportunities and situations of increasing difficulty. https://educationcloset.com/wp-content/uploads/2015/09/AccountableTalk-Stems.pdf*

**(We Do): Push more of the cognitive work out to students, good time to ask process questions**

**(You Do): Repetition, multiple formats, increasing complexity based on student need**

* Rigor (Low –Knowledge/Comprehension; Medium –Application/Analysis; High-Synthesis/Evaluation)
* Relevance (In Content, Across Content, Real World)

**Language Objective: Intentionally build in the ELPS**-(Listen, Speak, Read, Write)

http://www.esc4.net/Assets/elps-summary-chart-10-pt-original.pdf

Chance to wrap up the lesson and identify places where you need to clarify/verify.

Opportunity to provide an explicit assessment of the objective to evaluate both teacher and student success with the lesson.

**Website for TEKS**

**https://lead4ward.com/resources/**

**Website for Teaching Activities and Strategies**

**https://lead4ward.com/playlists/**

**http://www.theteachertoolkit.com/index.php/tool/all-tools**

**http://www.evidencebasedteaching.org.au/robert-marzano-vs-john-hattie/**