



**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 2024

INSTRUCTOR'S NAME: Mrs. Stacy Metcalf, Adjunct Faculty, Wayland Baptist University

CONTACT INFORMATION:

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CLASS MEETING TIMES: Online

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: Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for this course.

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. After this 24 hour period, you will not receive any credit for the assignment.** 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
REQUIRED FIRST ASSIGNMENT(RFA)	RFA due 3/27/24 - MUST COMPLETE FOR CREDIT IN THIS COURSE!	3/27/24	Required for credit
Week 1/March 25 - March 31	1. Reading assignment: Chapter 1 & 3 - The Changing World of Teaching & Understanding Diversity 2. Watch the <i>Diversity in the Classroom</i> video. 3. Watch the <i>Short History of Education in America</i> video.	Your initial discussion board post is due on Tuesday . Your responses to other posts are due on Thursday . All other assignments due on Sunday at 11:59 p.m..	<ul style="list-style-type: none"> • Timeline Project Rubric • Discussion Rubric • Field Experience Schedule Rubric

	<p>4. Discussion Board: 1 & 2</p> <p>5. Timeline (Google slides) assignment</p> <p>6. Email your field experience teacher and CC me. (Do this immediately!) You will need to do this prior to completing the #6 assignment - Field Experience Schedule.</p> <p>6. Field Experience Schedule</p>	<p>Due Dates:</p> <ol style="list-style-type: none"> March 26 March 28 March 31 	
Week 2/April 1 - 7	<ul style="list-style-type: none"> Reading assignment: Chapter 4 - Reflective Teaching Discussion Board: 3 Grade Level Assignment 1st Field Experience Essay 	<p>Your initial discussion board post is due on Tuesday. Your responses to other posts are due on Thursday. All other assignments due on Sunday at 11:59 p.m..</p> <p>Due Dates: April 2 April 4 April 7</p>	<ul style="list-style-type: none"> Writing Rubric Discussion Rubric
Week 3/April 8 - 14	<ul style="list-style-type: none"> Reading assignment: Chapter 5 - What Should Students Learn? Defining the Curriculum Discussion Board: 4 Writing Instructional Objective assignment 	<p>Your initial discussion board post is due on Tuesday. Your responses to other posts are due on Thursday. All other assignments due on Sunday at 11:59 p.m..</p> <p>Due Dates:</p>	<ul style="list-style-type: none"> Writing Rubric Discussion Rubric

		April 9 April 11 April 14	
Week 4/April 15 - 21	<ul style="list-style-type: none"> • Reading assignment: Chapter 6 - Learning Assessment: Making Data-Driven Decisions • Discussion Board: 5 • Midterm Assessment Assignment • 2nd Field Experience Essay 	<p>Your initial discussion board post is due on Tuesday. Your responses to other posts are due on Thursday. All other assignments due on Sunday at 11:59 p.m..</p> <p>Due Dates: April 16 April 18 April 21</p>	<ul style="list-style-type: none"> • Writing Rubric • Midterm Assessment Project Rubric • Discussion Rubric
Week 5/April 22 - 28	<ul style="list-style-type: none"> • Reading assignment: Chapter 7 - Planning Units and Lessons • Discussion Board: 6 • edTPA lesson plan assignment 	<p>Your initial discussion board post is due on Tuesday. Your responses to other posts are due on Thursday. All other assignments due on Sunday at 11:59 p.m..</p> <p>Due Dates: April 23 April 25 April 28</p>	<ul style="list-style-type: none"> • edTPA Lesson Plan Rubric • Discussion Rubric
Week 6/April 29 - May 5	<ul style="list-style-type: none"> • Reading assignment: Chapter 8 - One Size Does Not Fit All: Differentiated Instruction • Discussion Board: 7 • Google Form differentiation assignment 	<p>Your initial discussion board post is due on Tuesday. Your responses to other posts are due on</p>	<ul style="list-style-type: none"> • Project Rubric • Writing Rubric • Discussion Rubric

	<ul style="list-style-type: none"> 3rd Field Experience Essay 	Thursday. All other assignments due on Sunday at 11:59 p.m.. Due Dates: April 30 May 2 May 5	
Week 7/May 6 - 12	<ul style="list-style-type: none"> Reading assignment: Chapter 9&10 - Models of Direct Instruction & Teaching for Higher-Level Outcomes Discussion Board: 8 Assignment on Comparison of Direct Instruction and Teaching for Higher Level Outcomes 	Your initial discussion board post is due on Tuesday. Your responses to other posts are due on Thursday. All other assignments due on Sunday at 11:59 p.m.. Due Dates: May 7 May 9 May 12	<ul style="list-style-type: none"> Discussion Rubric Writing Rubric
Week 8/May 13 - 18	<ul style="list-style-type: none"> Reading assignment: Chapter 11 Final Portfolio Assignment 4th Field Experience Essay & Documentation 	(There are no discussion assignments this week.) Assignments due May 16	<ul style="list-style-type: none"> Final Portfolio Rubric Writing Rubric
May 18 semester ends	Final Grades Due 4:00pm	May 18	

University Grading System:

A 90-100
B 80-89
C 70-79
D 60-69
F 0-59

Cr for Credit
NCR No Credit
I Incomplete*
W for withdrawal
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 E.** 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 essay must be based on 1.5 hours of direct contact with students.

Midterm - 10 %

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 %) Weeks 1,2,4,6,&8:

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.**

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, or taken from 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 on a word processed document.

Final Portfolio (20 %) - Week 8: Each teacher candidate will post a video of a 10-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 including a reflection) from Week 5 and include 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/Rubric (4 Page Limit)

GRADE LEVEL:

SUBJECT/CONTENT

UNIT OF STUDY:

LESSON TITLE: This will change with each lesson.

LESSON LENGTH:

Central Focus for the learning segment (Topic/Theme/Standards): Using one sentence, state the following: What do you want students to do? What will students accomplish? Use action/verb; could include language function (rubric 4-sample of verbs); tie language function to central focus; verb from Bloom's 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 content standard; put # and words; use the correct font.

Learning Objectives associated with the content standards: This sentence for the teacher; **NOT** the student will....; that part of the standard that makes sense to students and teacher

Essential Question: The essential question should be an open-ended, engaging question. It may be posted in the classroom; It is **NOT** a rewording of content standard; it should intrigue the student.

"I CAN" Statement: The **I CAN statement** is similar to Central Focus, but it is MORE detailed. Describe the students' goal for the lesson.

Bloom's Taxonomy Level: Simply write the VERB you are working on for the lesson; Connect the learning to activities.

Instructional Resources and Materials to engage students in learning. With what resource will you be teaching?); Bullet this; you can use a website but won't link

Instructional Strategies and Learning Tasks that support diverse student needs (*These are specific strategies for specific learning needs and diversities*): For example: Kagan/Lead4Ward, etc.;

Differentiation and planned universal supports (*small groups—grouping strategies; Focus Students; Struggling Learners, etc.*): This should relate to data. How will you determine grouping?

English Language Learning Supports: ELL (Rubric 4&5); speak, listen, write, read

Vocabulary: List your vocabulary.;

Go into depth with your commentary. It will be critically analyzed.

Language Function: Your language function should match your Central Focus.

Discourse: Discourse describes how you write and speak about the content vocabulary.

Syntax: Syntax describes how you organize content vocabulary into sentences.

Introduction (Include higher-order-thinking questions to ask students throughout the lesson): The lesson should have a "hook" to engage students; For

example you could read something interesting to the students. Bullet this; It should be open-ended in nature

Procedures: This is the meat of the lesson. This will include activities in a whole group or in small groups.

Conclusion/Lesson Wrap-Up: Review the lesson. You could use exit tickets, etc.

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 part. If not, you may possibly omit this from the commentary;

- **Behaviorist** - +/- rewards;
- **Cognitive**- How does the mind work during the learning process?
- **Constructivist** - The learner constructs knowledge;
- **Humanist** - This theory provides for the fulfillment of 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 the 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.*

[Accountable Language Stems | Arts Integration](#)

(We Do): Push more of the cognitive work out to students. This is a good time to ask process questions.

(You Do): Use repetition, multiple formats, and 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> □ ELPS

Wrap up the lesson and identify places where you need to clarify/verify.
 Provide an 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/>

Websites for Teaching Activities and Strategies

[Instructional Strategies Playlists – lead4ward](#)

[Our Tools - The Teacher Toolkit](#)

[8 Strategies Robert Marzano & John Hattie Agree On](#)

