

**Salish Kootenai College**  
**Curriculum, Planning, and Assessment for PreK-12<sup>th</sup> Grade**  
**EDUC 307**

**COURSE INFORMATION**

- A. Number: EDUC 307
- B. Title: Curriculum, Planning, and Assessment for Pre-K to 12<sup>th</sup> Grade
- C. Credits: 4
- D. This course is offered Fall Quarter
- E. Location: Education Building Room 115

**INSTRUCTOR INFORMATION**

- A. Instructor: Cindy O'Dell
- B. Office: Education Building Room 103
- C. Office Hours: Tuesdays 9:00-3:00 p.m. and by appointment
- D. Telephone: Office: 275-4752
- E. Email: cindy\_odell@skc.edu

**REQUIRED MATERIALS**

- A. The Teacher's Guide to Success 2<sup>nd</sup> Ed. Author: Ellen L. Kronowitz  
2011 Publisher: Pearson Education, Inc. **ISBN-10:** 0137050747

**COURSE DESCRIPTION**

**EDUC 307 Curriculum, Planning and Assessment** will explore various issues and concepts relevant to building instructional frameworks for Pre-K-12<sup>th</sup> grade classrooms. Emphasis is on teaching in small and whole group settings. Making connections between theory and practice in instruction, assessment, management, and motivation is the focus of this experiential course.

**CREDIT HOURS**

Following the SKC Credit Hour policy, to meet the identified objectives of this course, this 4 credit course, delivered over a 10 week term will approximate: 4 hours/week classroom or direct faculty instruction for a total of 40 hours of seat time. In addition out-of-class student work will approximate a minimum of 8 hours each week (2 hours per credit).

**Course Objectives:**

**Upon successful completion of this course, candidates will:**

1. Design and implement two lesson plans implementing MT State Standards;
2. Research and report on various assessment methods implemented in PreK-12<sup>th</sup> grade classrooms;
3. Reflectively respond in writing to relevant course materials and experiences;
4. Complete three required Reflective Written Analysis exploring the implications of the InTASC principles on current teaching methods.
5. Align objectives and assessments in lesson plans using Bloom's taxonomy.

**RELATION TO THE CONCEPTUAL FRAMEWORK AND COURSE RATIONALE**

To be an effective teacher, one needs to have strong skills in planning, delivering instruction, and assessing student learning as an ongoing process. This course will focus on these skills, which are essential based upon current educational reforms and mandates. These initiatives have shaped current educational standards, curriculum, instruction, and assessment. This course incor-

porates each of the five principles related to instruction, as described within the SKC Education Division Conceptual Framework, particularly Principles B, C and E.

**The Conceptual Framework:** Instruction and curriculum in the professional education programs are guided by central principles and beliefs that respect and reflect the rich, holistic perspectives of the Salish, Pend d'Oreille and Kootenai people.

- A. Culturally responsive instruction and curriculum will lead education to its promise of opportunity and equity.
- B. Learning communities foster the construction of knowledge.**
- C. Reflective practice leads to professional development.**
- D. The unique contribution, learning style and ability of each learner brings an opportunity for the learning community to become enriched.
- E. Effective communication, critical thinking, cultural understanding, citizenship, and strong content knowledge are essential to effective teaching.**

### **OTHER COURSE INFORMATION**

Attendance expectations: Although no attendance points will be given, you will be expected to be in class at all times. There will be many activities and in-class assignments that you will not be able to make up. This is a professional education course and you are training to be a teacher. Teachers are required to be in school at all times. By being consistent with attendance, you are beginning to act and think like a teacher. This is professional responsibility. Poor attendance will result in missed information, missed assignments, and possible failure of the course.

Students are expected to be on time for class and to stay until the designated time set for dismissal. If a student must leave early he/she must inform the instructor at the beginning of class.

Students **must** keep cell phones in the off or silenced position during class. Please no texting during class.

### **ACADEMIC HONOR CODE**

All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work. **Plagiarism** involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and cite your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school.

### **COURSE RESPONSIBILITIES**

Knowledge of the course content, class lectures, assignments, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative; instructors will notify you of any changes in writing.

### **INSTRUCTIONAL METHODOLOGIES**

The methodologies of instruction in this course will follow a constructivist format and use techniques of inquiry, construction of knowledge, discussions, lecture, and independent practice as well as other instructional practices. There may be guest speakers and/or videos and movies.

**Students are responsible for coming prepared to class.**

## **REASONABLE ACCOMMODATIONS**

Reasonable accommodations are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Officer, Linda Pete, or consult the SKC web page for Students with Disabilities for more information.

## **SKC RETENTION**

The SKC Retention Team consists of SKC staff and faculty who provide student-centered support services on a daily basis. The SKC Retention Team is here to help you to be successful in reaching your educational goals. You can contact the SKC Retention Team yourself, or your instructor may refer you (for example, if you "disappear" from class or they are concerned about your attendance and performance). *Debbie L. Bell, SKC Retention Coordinator* (Bookstore Annex, 275-4928, Email: [retention@skc.edu](mailto:retention@skc.edu))

## **CULTURAL RELEVANCY**

Candidates must be prepared to join a global community, including within their local schools. Sensitivity to all types of diversity will be the key to developing positive attitudes and dispositions within the course. Salish Kootenai College defines culture as the awareness of one's own system of values, beliefs, traditions and history, and knowledge and respect for the systems of others, particularly those of American Indian Tribes, and specifically the Salish, Pend d'Oreille and Kootenai People.

### Candidate Objectives

1. Candidates will research and analyze various assessment methods used in PreK-12<sup>th</sup> grade classrooms with particular emphasis on the diverse population of learners in local reservation schools.
2. Candidates will design lesson plans implementing MT State Standards including IEFA Essential Understandings, as they pertain to lesson objectives.

## **CRITICAL THINKING**

At SKC, critical thinking describes a structured process for refining thought and making decisions. It engages context, multiple perspectives, and the individual mind/heart balance (Spu'us). Critical thinkers strive for clarity, accuracy, articulation, thoroughness, relevance, and fairness.

### Candidate Objectives

1. Candidates will apply information learned in class to increase their ability to integrate various research-based teaching strategies into lesson planning.
2. Candidates will create modifications of lesson plans to individualize for students' needs based upon assessment of student learning, as well as incorporating cooperative learning methods and other research-based activities and strategies.

## **CITIZENSHIP**

Salish Kootenai College defines citizenship as informed and committed participation in the life of one's community at the local, national, and global level. We believe citizens recognize and address community issues, respect the rights of others, and work toward community improvement.

### Candidate Objectives

1. Candidates will demonstrate through reflective writing and group discussion their understanding that Citizenship includes the integration of cultural and community diversity.
2. Candidates will implement local, national, and global events and issues into integrated lesson plans using national and state standards.

## COMMUNICATION

Salish Kootenai College defines communication as an exchange and interpretation of information through a variety of context appropriate modalities to enhance understanding and build respectful human connections.

### Candidate Objectives

1. Candidates will examine and apply different modes of communication in the lesson planning and communication with students and families.
2. Candidates will use various methods and strategies including technology, visual prompts, group/collaborative work, curriculum supplements, and other district and school directed curriculum methods when planning lessons.

## STANDARDS OF EFFECTIVE PRACTICE

<b>Indicators:</b>	Critical Assignments: all students enrolled in this course must complete these assignments at a satisfactory level.
<p><b>PEPP 10.58.501</b>            (b) Demonstrate understanding of the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and creates learning experiences that make subject matter meaningful for students.</p> <p>InTASC Principle 6            The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p>InTASC Principle 7            The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context</p> <p>InTASC Principle 8            The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<b>Reflective Written Analysis (3)</b>
<p><b>PEPP 10.58.501</b>            (c) Candidates demonstrate understanding of how students learn and develop, and provide learning opportunities that support intellectual, social, and personal development.</p>	<b>2 Lesson plans with content standards</b>

<p><b>3(j)</b> The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</p> <p><i>Guiding Principle: B</i></p>	
<p><b>PEPP 10.58.501 Candidates...</b></p> <p>(j) Candidates demonstrate assessment strategies, tools, and practices to plan and evaluate effective instruction.</p> <p><b>6(j)</b> The teacher understands the difference between formative and summative applications of assessment and knows how and when to use each.</p> <p><i>Guiding Principle: C &amp; E</i></p>	<p><b>Assessment folder</b></p>
<p><b>PEPP 10.58.501</b></p> <p>(k) Candidates demonstrate continued growth in knowledge related to a particular subject area and the teaching of it.</p> <p><i>Guiding Principle: E</i></p>	<p><b>Lesson plans with content standards</b></p>
<p><b>10.58.531 EARLY CHILDHOOD EDUC.</b></p> <p>(p) Candidates design, implement, and evaluate developmentally meaningful, integrated, and challenging curriculum for each child using professional knowledge, Montana’s Early Learning Standards, Montana Content Standards (K-5), and Indian Education for All.</p>	<p><b>Lesson plans connected to the Montana Early Learning Standards and the Montana Content Standards</b></p>

## ASSIGNMENTS AND GRADING

An Incomplete grade (“I”) is NOT an option with the exemption of an extreme emergency or the death of a family member. In either case, the instructor must be notified within 48 hours.

### 1. \*RWA’s for Principles 6, 7, and 8

**50 points each = 150 points**

- Each candidate will write an Reflective Written Analysis for each principle 6, 7 and 8

### 2. \*Two lesson plans connected to Montana State Standards

**50 points each = 100 points**

- Lesson topics will be developed later in the quarter
- Each lesson will be taught and a reflection provided

### 3. \*Students will develop an assessment “folder”

**100 points**

- The assessment folder will include a description and an example of each of the following:
  1. *A student self-assessment*
  2. *An attitude survey*
  3. *A work sample*
  4. *A rubric*
  5. *A multiple choice, essay test, or other content based assessment*
  6. *An observation tool as assessment*
  7. *A performance-based (or problem-based) assessment task*

### 4. Weekly readings & written chapter reflections (discovery/intention)

**25 points/reflection x 10 reflections = 250 points**

- Candidates will be writing weekly entries reflecting on the assigned readings and turning in the written responses at the beginning of class. Responses require at least 2 paragraphs of about five sentences for each assignment (i.e. at least a 5-sentence paragraph for the Discovery Statement and at least a 5-sentence paragraph for the Intention Statement – see the handout). Candidates will be asked to share information from their responses during each class.

### 5. In class-daily assignments; including “Apply It” chapter activities

**100 points**

- Must be present to participate

## EVALUATION

*RWA’s	= 150 pts	700-630 = A
*2 Lesson Plans	= 100 pts	629-560 = B
*Assessment Folder	= 100 pts	559-490 = C
Weekly readings	= 250 pts	489-420 = D
In Class Activities	= 100 pts	Below 420 = F

Total points: 700 PTS

- These assessments are to be scored and included the TEP Portfolio

CLASS SCHEDULE/TOPICS AT A GLANCE

Week	Topic	Readings	Assessment
1 Sept 28 Sept 30	Course Overview What is curriculum? What are the InTASC Principles and RWAs?	Handouts Syllabus	
2 Oct 5 Oct 7	Standards No class on October 7 <sup>th</sup> – use this time to observe instruction in action!	Chapter 21	Due: Chapter Reflection #1 Chapter 21
3 Oct 12 Oct 14	Writing lesson plans and gathering resources	Chapters 22 and 23	Due: Chapter Reflections #2 and #3 Chapters 22 and 23
4 Oct 19 Oct 21	Expectations Research based instructional strategies	Chapters 25, 26 and 27	Due: Chapter Reflections #4 Chapter 25 and Chapter Reflection #5 Chapters 26 and 27
5 Oct 26 Oct 28	Differentiation	Chapters 28 and 29	Due: Chapter Reflection #6 Chapters 28 and 29 Due: RWA #7
6 Nov 2 Nov 4	Assessment	Chapter 30	Due: Chapter Reflection #7 Chapter 30 Due: Lesson 1
7 Nov 9 Nov 11	Assessing attitudes and interests No class on November 11 <sup>th</sup>	Chapter 31	Due: Chapter Reflection #8 Chapter 31 Due: RWA #8
8 Nov 16 Nov 18	Managing Homework and preparing for standardized testing	Chapters 32 and 33	Due: Chapter Reflection #9 Chapters 32 and 33
9 Nov 23 Nov 25	No class on November 25 <sup>th</sup>		Due: RWA #6 Due: Lesson 2
10 Nov 30 Dec 2	Working with parents and families	Chapter 34	Due: Chapter Reflection #10 Chapter 34 Due: Assessment Folder
11 Dec 7 Dec 9	Putting it all together		All work is due, including lesson plans and reflections

## Rubrics for Key Assessments

### Reflective Written Analysis # \_\_\_\_\_

Level of Performance:	<b>0 Unacceptable</b>	<b>1 Developing</b>	<b>2 Proficient</b>	<b>3 Exemplary</b>
<p><b>Reflective Written Analysis (RWA) of your strengths related to INTASC Principle. (Include the INTASC Principle/Standard at the top of a 1-2 page essay. (1) Explain how the principle is important in your teaching; (2) describe ways you have implemented the principle in your lessons and/or what you plan to do when you teach; (3) conclusion should reinforce your belief in the principle and make a reference to the artifacts/evidence in that section of the portfolio)</b></p>	<p>One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding.</p>	<p>Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle.</p>	<p>Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle.</p>	<p>Candidate demonstrates the skills described as “proficient” beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher or one who is able to mentor others.</p>

## EDUC 307 Lesson Plan Including Content Standards

Level of Performance:	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
<p><b>4(n)</b> The teacher has a deep knowledge of content standards and learning progressions in the discipline(s) s/he teaches.</p> <p><b>7(a)</b> The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.</p> <p><b>7(k)</b> The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs. <i>Guiding Principle: E</i> <b>PEPP 10.58.501</b></p> <p>(c) Demonstrate understanding of how students learn and develop, and provide learning opportunities that support intellectual, social, and personal development.</p> <p>(k) Demonstrate continued growth in knowledge related to a particular subject area and the teaching of it. <b>PEPP 10.58.531</b></p> <p>(p) Design, implement, and evaluate developmentally meaningful, integrated, and challenging curriculum for each child using professional knowledge, Montana’s Early Learning Standards, Montana Content Standards (K-5), and Indian Education for All.</p>	<p>No evidence of appropriate Content Standards in related content areas in the lesson plan. No evidence of learning progressions, appropriate and relevant learning experiences in the Lesson Plan.</p>	<p>The Lesson Plan does contain evidence of Content Standards and more development is required. Uses some appropriate standards but lacks more than one content area. Some evidence of learning progressions, appropriate and relevant learning experiences in the Lesson Plan.</p>	<p>The Lesson Plan demonstrates that the candidate knows how to align Content Standards from more than one content area. Includes at least 3 different content areas. Sufficient evidence of learning progressions, appropriate and relevant learning experiences in the Lesson Plan.</p>	<p>Candidate demonstrates the skills described as “proficient” beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher or one who is able to mentor others.</p>

**EDUC 307 Curriculum, Planning, and Assessment  
Assessment Folder**

<b>Level of Performance:</b>	<b>0 Unacceptable</b>	<b>1 Developing</b>	<b>2 Proficient</b>	<b>3 Exemplary</b>
<p><b>6(j)</b> The teacher understands the difference between formative and summative applications of assessment and knows how and when to use each. <i>Guiding Principle: C &amp; E</i></p> <p><b>PEPP 10.58.501</b> (j) Candidates demonstrate assessment strategies, tools, and practices to plan and evaluate effective instruction.</p>	<p>Descriptions reflect little understanding of assigned assessment methods; several descriptions and/or samples missing. May have many writing errors. Unorganized. Unsatisfactory presentation of folder.</p>	<p>Shows a basic understanding of assessment methods. One assessment description and or sample may be missing. May have a few writing errors. Mostly organized and adequate presentation of folder.</p>	<p>Shows solid understanding of the 7 assessment methods. All required elements of assignment are present. Above average organization and presentation or folder.</p>	<p>Candidate demonstrates the skills described as “proficient” beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher or one who is able to mentor others.</p>