

## Curriculum, Planning and Assessment

Cynthia Davey, M.Ed

### **EDUC 307**

**Credits: 4**

**Prerequisite: Admission to the TEP Program**

**Corequisite: N/A**

**Course Offered: Winter Quarter**

**Class days/times:**

Room: EDUC

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**Office:** EDUC Room # 105

**Office Hours:**

### **Required Books and Materials**

Kronowitz, E. L. (2012). *The teacher's guide to success* (2nd ed.). Boston: Pearson.

### **Course Description**

Curriculum, Planning and Assessment will explore various issues and concepts relevant to building instructional frameworks for K-8 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.

### **Course 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. Critical thinkers strive for clarity, accuracy, articulation, thoroughness, relevance, and fairness.

#### **Candidate Objectives:**

1. Candidates will apply information learned in class to improve their work with parents, children and other professionals;

2. Candidates will participate in group activities and discussions that utilize critical thinking skills such as problem solving skills, self-evaluation techniques and cultural issues.

### **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. The candidate has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

### **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. The candidate examines and applies different modes of communication in their lesson plans with children and families, including: visual prompts, physical proximity, verbal cues, and print media.
2. The candidate communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

### **Course Expectations**

Students in the Teacher Education Program are expected to develop the knowledge, skills and dispositions of a professional educator. Students in this course are expected to;

- attend all scheduled classes;
- arrive on time and fully engage and participate in all individual and group activities and discussion; class will begin on time with a video requiring written reflection
- behave in a positive, inclusive and respectful manner towards all others in the class;
- complete in-class and out of class assignments by the expected dates and;
- turn in written assignments that are of professional quality.

### **Course Requirements**

#### **Assignments**

- ~ 5 Daily participation points (19 days) (must be present to earn points)
- ~ Weekly readings & written reflections (discovery/intention)  
*Students 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). Students will be asked to share information from their responses during each class.*
- ~ In class-daily assignments; including “Apply It” chapter activities
- ~ Students will complete a **Reflective Written Analysis** for Principles #4, #7, #8.
- ~ 2 - Lesson plans TOPICS TO BE ASSIGNED
- ~ 2 – 2-page double spaced, typed article response papers TOPIC: Your choice from any of the topics covered in Unit 5, 6, or 7 of textbook.

Students will develop an assessment “folder”. The assessment folder will include a description and an example of each of the following:

- A student self-assessment
- An attitude survey
- A work sample as assessment
- A rubric
- A multiple choice or essay test
- An observation tool as assessment
- A performance-based (or problem-based) assessment task

### **Late Assignments:**

All assignments are due on the date assigned in class (and as stated in the course outline below). Assignments not turned in at the **beginning of class time** on the date due will be deducted 10% of the total points (even if you have informed me ahead of time). It is your responsibility to turn the work in early if you know you will not be in class on the date due. Emailing assignments is acceptable! If an assignment has not been turned in within one week of the due date then you will not receive the points for that assignment. This policy does not apply for assignments needing revision after initial turn in. However, if an assignment needs revision, you must revise it and turn it in within three days of receiving it.

### **Credit Hours**

Following the SKC Credit Hour policy, to meet the identified objectives of this course, this 3 credit course, delivered over a 10 week term will approximate: 3 hours/week classroom or direct faculty instruction.

In addition out-of-class student work will approximate a minimum of 6 hours each week.

## **Evaluation and Grading**

Daily Attendance /Participation <b>(19 x 5)</b>	95 points (must be present to receive)
Weekly reading/reflections <b>(14 total x 5)</b>	70 points
In class activities <b>(11 total x 5)</b>	55 points (must be present to receive)
RWA 4, 7, 8 <b>(25 each)</b>	75 points
Lesson Plans <b>(25 each)</b>	50 points
Article Responses <b>(25 each)</b>	50 points
Assessment Folder	100 points

**Total : 495 points**

## **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.

**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, Stanley Fleming ([stanley\\_fleming@skc.edu](mailto:stanley_fleming@skc.edu), 406.275.4968) or consult the SKC web page for Students with Disabilities for more information.

***The faculty reserves the right to change the course syllabus or course content. Students will be provided advanced notice of changes in writing.***

## **Appropriate Behavior**

As an enrolled student of Salish Kootenai College, you are expected to display professionalism and responsibility in attitude and behavior. Treat yourself and others with courtesy and respect.

## **Course Transferability**

Transferability of any SKC course to any other academic institution is entirely dependent upon the program requirements of that other institution.

## **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.

**Course organization** *This plan is subject to change according to class progress.*

**Weeks 1 – 3 (Jan. 7 – 23<sup>rd</sup>) NO CLASS 1/21**

**Lesson planning (unit, weekly, daily)**

**Substitute teachers & Aides**

**Standards**

**Locating and gathering resources**

***Unit 5 - TEXT Chapters 21 – 24***

**Planning and Organizing Subject Matter**

*RWA*

*Principle 7:*

**Planning for instruction**

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Weeks 4 – 6 (Jan. 28 – Feb. 13<sup>th</sup>)**

**Expectations**

**research-based strategies**

**cooperative learning groups**

**Differentiated instruction**

**Strategies for ELL**

***Unit 6 – TEXT Chapters 25 – 29***

**Engaging All Learners**

*RWA*

*Principle 4:*

**Instructional strategies/problem solving**

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Weeks 6 – 10 (Feb.18 – Mar. 13) Last day of classes; March 13<sup>th</sup>**

**Student performance (rubrics, portfolios) Assessment: interests & attitudes**

**Standardized tests**

**Parental support**

***Unit 7 – TEXT Chapters 30 - 34***

**Assessing and Communicating Student Progress**

*RWA*

*Principle 8:*

**Assessment**

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

## Course Outline and Assignments:

<b>Mon. 1/7</b>	
<b>Wed. 1/9</b>	<b>Chp. 21 due</b>
<b>Mon. 1/14</b>	<b>Chp. 22 due</b>
<b>Wed. 1/16</b>	<b>Chp. 23 due</b>
<b>Mon. 1/21</b>	<b>NO CLASS</b>
<b>Wed. 1/23</b>	<b>Chp. 24 due</b> <b>Lesson Plan 1 DUE</b>
<b>Mon. 1/28</b>	<b>Chp. 25 due</b>
<b>Wed. 1/30</b>	<b>RWA 7 DUE</b>
<b>Mon. 2/4</b>	<b>Chp. 26 due</b> <b>ARTICLE RESPONSE #1 - 5 minute</b> <b>presentation DUE</b>
<b>Wed. 2/6</b>	<b>Chp. 27 due</b>
<b>Mon. 2/11</b>	<b>Chp. 28 due</b> <b>Lesson Plan 2 DUE</b>
<b>Wed. 2/13</b>	<b>Chp 29 due</b>
<b>Mon. 2/18</b>	<b>RWA 4 DUE</b>
<b>Wed. 2/20</b>	<b>Chp. 30 due</b>
<b>Mon. 2/25</b>	<b>Chp. 31 due</b> <b>ARTICLE RESPONSE #2 - 5 minute</b> <b>presentation DUE</b>
<b>Wed. 2/27</b>	<b>Chp. 32 due</b>
<b>Mon. 3/4</b>	<b>Chp. 33 due</b>
<b>Wed. 3/6</b>	<b>Chp. 34 due</b> <b>RWA 8 DUE</b>
<b>Mon. 3/11</b>	<b>Assessment Folder due</b>
<b>Wed. 3/13</b>	