

Curriculum, Planning, and Assessment

EDUC 307

Credits: 4

Prerequisite: Admission to the TEP program

Corequisite: N/A

Course Offered: Winter Quarter

Class days/times: Mon/Wed 10:00-11:50 **Room: EDUC 115**

Telephone: Office 275-4772

E-mail: cynthia_davey@skc.edu

Office: EDUC Room # 105

Office Hours:

Required Books and Materials:

The Teacher's Guide to Success 2nd Ed. Author: Ellen L. Kronowitz (c)
2011 Publisher: Pearson Education, Inc. ISBN-10: 0137050747

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.

Indicators:	Assessments
PEPP 10.58.501 (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.	Reflective Written Analysis (3)
PEPP 10.58.501 (c) demonstrate understanding of how students learn and develop, and provide learning opportunities that support intellectual, social, and personal development.	Lesson plans with content standards
PEPP 10.58.501 (j) demonstrate assessment strategies, tools, and practices to plan and evaluate effective instruction.	Assessment folder
PEPP 10.58.501 (k) demonstrate continued growth in knowledge related to a particular subject area and the teaching of it.	Lesson plans with content standards

Course Objectives:

1. Candidate will design two lesson plans implementing Mt. state standards.
2. Candidate will research and report on various assessment methods implemented in classrooms.
3. Candidate will reflectively respond in writing to assigned textbook readings.
4. Candidate will complete three required reflective written analysis exploring the implications of the INTASC principles on current teaching methods.
5. Candidate will practice aligning objectives and assessments in lesson plans using Bloom's taxonomy.

CULTURAL RELEVANCY

Cultural relevancy will be addressed in this course through the teaching methods and strategies modeled and utilized by the instructor.

Candidate Objectives

1. Candidate will research and analyze various assessment methods used in K-8 classrooms with particular emphasis on the Native American learners.
2. Candidate will design lesson plans implementing Mt. state standards including IEFA essential understandings as they pertain to lesson objectives.

CRITICAL THINKING

This course will encourage critical thinking skills by having students apply and critique information.

Candidate Objectives

1. Candidate 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 children's needs.

COMMUNICATION

Communication skills will be addressed in course discussions, reflections, and personal reflections.

Course Requirements:

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 class will begin on time with a discussion of chapter reading reflection
- • ▪ behave in a positive, inclusive and respectful manner toward 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.

Late Assignments:

All assignments are due on the date assigned in class (and as stated in the course outline below). Assignments not prepared before 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.

Assignments

- • P 5 Daily participation points (19 days) (must be present to earn points)
- • P Weekly readings & written chapter 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

- • P In class-daily assignments; including “Apply It” chapter activities
- • P Students will complete a **Reflective Written Analysis** for Principles #6, #7, #8.
- • P 2 - Lesson plans TOPICS TO BE ASSIGNED
- • P 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.
- • P 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*

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.

Assignment due dates:

Mon. 1/6	
Wed. 1/8	Chp. 21 due <i>RWA assignment criteria - INTASC</i>
Mon. 1/13	Chp. 22 due <i>LP1 assignment criteria</i>
Wed. 1/15	Chp. 23 due
Mon. 1/20	NO CLASS MLK Day
Wed. 1/22	Chp. 24 due Lesson Plan 1 DUE <i>Article 1 & 2 assignment criteria</i>
Mon. 1/27	Chp. 25 due
Wed. 1/29	RWA 7 DUE : Join TeacherTube (computer lab) <i>LP2 assignment criteria</i>
Mon. 2/3	NO CLASS MEETING Chp. 26 due (DUE VIA EMAIL) TeacherTube video response reflection due – Chapter reflection and video response due by 11:50 today (2/3) to receive 5 participation points.
Wed. 2/5	Chp. 27 due ARTICLE RESPONSE #1 - 5 minute presentation DUE
Mon. 2/10	Chp. 28 due
Wed. 2/12	Chp 29 due Lesson Plan 2 DUE
Mon. 2/17	RWA 8 DUE
Wed. 2/19	Chp. 30 due
Mon. 2/24	Chp. 31 due ARTICLE RESPONSE #2 - 5 minute presentation DUE
Wed. 2/26	Chp. 32 due
Mon. 3/3	Chp. 33 due
Wed. 3/5	Chp. 34 due RWA 6 DUE
Mon. 3/10	Assessment Folder due
Wed. 3/12	

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.

In addition out-of-class student work will approximate a minimum of 8 hours each week.

Evaluation and Grading

Daily Attendance /Participation (19 x 5)	95 points (must be present to receive)
Weekly reading/reflections (14 total x 5)	70 points
In class activities (8 total x 5)	40 points (must be present to receive)
RWA 6, 7, 8 (25 each)	75 points
Lesson Plans (30 each)	60 points
Article Responses (25 each)	50 points
Assessment Folder	100 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, 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.

SKC Teacher Education Program Portfolio Stage 1

Reflective Written Analysis # _____

Student _____ Instructor _____

Date: _____

Level of Performance:	1 Unacceptable	2 Developing	3 Proficient
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)	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.	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.	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.

Score: _____

Comments:

EDUC 307 Lesson Plan Including Content Standards

TEP Stage 2

Student_____

Instructor_____

Date:_____

Level of Performance:	1 Unacceptable	2 Developing	3 Proficient
<p>4(n) The teacher has a deep knowledge of content standards and learning progressions in the discipline(s) s/he teaches.</p> <p>7(a) 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>7(k) 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.</p> <p><i>Guiding Principle: E</i></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 but 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 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>

Score:_____

This written summary/analysis received a score of _____ out of a possible 30 points for EDUC 307. It was evaluated to be

Unacceptable

Developing

Proficient (25+)

according to the criteria detailed above.

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

Student _____

Instructor: Cynthia Davey

Date: _____

Score: _____/100 _____

Level of Performance:	1 Unacceptable	2 Developing	3 Proficient
<u>Assessment Folder:</u> Folder includes a definition/description of seven assessment samples and a description of the assessment type. A cover and table of contents included. 7 Assessments: Self-assessment Attitude survey Work sample Rubric Multiple choice/essay test Observation tool Performance-based	Descriptions reflect little understanding of assigned assessment methods; several descriptions and/or samples missing. May have many writing errors. Unorganized. Unsatisfactory presentation of folder.	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.	Shows solid understanding of the 7 assessment methods. All required elements of assignment are present. Above average organization and presentation of folder.

Comments:

This Assessment Folder received a score of _____ out of a possible 100 points for EDUC 307. It was evaluated to be

Unacceptable

Developing

Proficient (90+)

according to the criteria detailed above.