EDU 500/580 Curriculum & Methods
Spring 2015

Day/Time of Meeting: M 5-8; 8-9*
Place of Meeting: Cook 138
Instructor: Office: Cook 217
E-Mail: Phone:
Office Hours: M, W, H, F 10-5, T 10-4 or by appointment

Course Descriptions:
EDU 500. Early Childhood Curriculum and Methods 3-0-3
Field-Based Course that examines the theoretical understandings of curriculum and methods and their application to the elementary classroom. Includes study of methods of instruction, classroom management, and multiple assessment strategies for all students including limited-English-proficient (LEP) and diverse populations. 30 hours of field experience required. PR: EDU 601 & PSY 652; admission to teacher education.

EDU 580 Secondary Curriculum and Methods 4-0-4
Appropriate organizational structures for middle-grades and secondary schools. Sources and structures of curriculum, varying patterns of planning and implementation. The use of a variety of instructional methods and multiple-assessment strategies for regular instruction and diverse populations including LEP students. 30 hours of field experience required. PR: EDU 601 and PSY 652; Admission to Teacher Education.

Textbook:


edTPA content specific handbooks provided by course instructor.

Other course required materials: All candidates must have LiveText account.

Other resources will be posted in Viking Web.

Purpose of the Course: The purpose of the course is to prepare teachers in the basics of good teaching—planning, instruction, and assessment—and to provide supervised practical experience in these elements. Candidates will become familiar with TKES as it applies to assessing one’s own teaching and impact on student learning.
<table>
<thead>
<tr>
<th><strong>Discuss and implement selected elements of the national state, and local guidelines and curricula</strong></th>
<th>InTASC 4</th>
<th>In-class activities – 90% Identification of national state, and local guidelines and curricula in unit plan, lesson plans – minimum of 80% scoring criteria</th>
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<tbody>
<tr>
<td><strong>Write and assess lesson, unit, and semester plans</strong></td>
<td>InTASC 6, 7, 8</td>
<td>Unit Plan, Lesson Plans (Berry College format) – minimum of 80% scoring criteria (Modified Task 1)</td>
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<tr>
<td><strong>Implement and assess lessons and mini-lessons with a variety of methods and strategies</strong></td>
<td>InTASC 2, 3, 8</td>
<td>Unit Plan, lesson plans</td>
</tr>
<tr>
<td><strong>Write and implement major forms of student assessment, including various objective question formats, essays, activities, and portfolios</strong></td>
<td>InTASC 6-8</td>
<td>Unit Plan, lesson plans</td>
</tr>
<tr>
<td><strong>Incorporate adaptations for diverse learners &amp; developmental levels</strong></td>
<td>InTASC 1, 2</td>
<td>Unit Plan, lesson plans</td>
</tr>
<tr>
<td><strong>Design &amp; teach at least 3 lessons, and assess student learning</strong></td>
<td>InTASC 5, 8-10</td>
<td>Impact on Student Learning (Modified Task 3) Field Experience Evaluation Field Experience Journal</td>
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<tr>
<td><strong>Critique one’s field experience utilizing Task 2 &amp; Intern KES.</strong></td>
<td>InTASC 9</td>
<td>Task 2 (modified) Video Analysis Intern KES Self-Evaluation</td>
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**Assessment Measures:**

**In-Class Activities:** Each week there will be activities done in class aligned with required course readings and assignments. These will be listed on the course schedule.

**Unit Plan:** Candidates will design a Learning Segment (minimum of 5 classes) in their content area following modified edTPA content area portfolio guidelines. Candidates will follow a modified format for Task 1 and Task 2 identified in their edTPA content area.
handbook. Curriculum design will utilize *Understanding by Design* principles. edTPA handbooks and materials will be provided to candidates by course instructor. This assignment will be scored utilizing Berry College Lesson Plan Rubric and edTPA Task 1 and Task 2 rubrics:

- Context for Learning Information
- Learning Segment with instructional materials, assessment materials
- Video tape one lesson

This assignment will be submitted and scored in LiveText.

**Impact on Student Learning:** From the Unit Plan and lessons implemented, choose one assessment to examine in detail. The format will follow a similar format to edTPA Task 3 and will utilize the edTPA rubrics for Task 3. Candidates will be provided edTPA materials through course instructor. This assignment will be submitted and scored in LiveText.

**Intern KES Self-Assessment:** Candidates will complete a self-assessment of their field experiences at the end of the semester using Intern KES. This form will be provided on VikingWeb.

**Field Experience Journal and assignments:** A weekly journal will be completed by candidate for each week in the field. The Field Experience Journal is to be submitted electronically to course instructor. At completion of the semester a Field Experience Appraisal Form and Graduate Education Field Experience Log will be submitted to course instructor. All forms will be available on Viking Web. Candidates must also maintain a Teacher Education Field Experience Log obtained from the Office of Field Experience and Student Teaching (OFEST). This form is submitted to OFEST at end of the semester. (Yes, there are two different field experience logs for this course; one for graduate education office and your program portfolio and the other for certification purposes).

**Use of Technology:** research & lesson plans, Powerpoint/Smartboard-enhanced teaching. Laptops in class ok unless otherwise instructed. Use of

This course requires candidates to use technology while teaching. All candidates will complete media presentations, demonstrate use of on-line evaluations, word-process and duplicate materials for distribution, and communicate using email.

**Methods of Instruction:** Presentation, lecture, discussion, active and cooperative learning, microteaching, course notebook, field experience

**Attendance Policy:** Students have no free absences. We will take roll every class. It is the student's responsibility to obtain and complete any missed work. After the third tardy, tardies are counted as absences. LATE ASSIGNMENTS WILL LOSE 10% VALUE PER CLASS DAY. Some assignments may not be make-up-able. All rules of the Viking Code also apply.
**Academic Integrity:** All elements of the Viking Code and the Georgia Code of Ethics for Teachers apply. Some assignments may be individual, some group, some open-book, some closed, per professor instructions. APA rules on research integrity apply also.

**Special Requirements:** With the possibility of snow days and the likelihood of testing and other irregularities in the public schools, spring semesters can often be problematic, so I urge you to complete assignments well before due dates.

Candidates are expected to complete a 30 clock-hour field experience in the schools. The student is responsible for documenting all hours. If a school cancels classes during one of your field experience days, you will need to arrange for a makeup. If you arrive and learn that the students are involved in non-instructional activities (assemblies, testing, etc.), redirect your time to some helpful activity, such as helping monitor the activities, accomplishing interviews, etcetera. Candidates must dress appropriately and provide their own transportation.

Assignments are due on the dates as stated in this syllabus (typically at the beginning of class). For late assignments to be *considered* for credit, written justification must be given. Late assignments typically lose 10% per class late. All assignments are to be word processed unless stated otherwise. Written assignments are evaluated for content, mechanical correctness, grammar, and presentation.

**Evaluation Components and Grading Scale:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>1 30 hours Field Experience</td>
<td>300 points</td>
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<tr>
<td>2 Field Exp &amp; exercises (“FX Journal”)</td>
<td>250 points</td>
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<tr>
<td>3 Unit Assignment (Modified Tasks 1 &amp; 2 edTPA)</td>
<td>200 points</td>
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<tr>
<td>4 Impact on Student Learning (Modified Task 3 edTPA)</td>
<td>100 points</td>
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<tr>
<td>4 Intern Keys Self-Evaluation</td>
<td>50 points</td>
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<tr>
<td>5 In-class exercises (15X5 pts)</td>
<td>75 points</td>
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</table>

875 points

90% = A; 80-89% = B; 70-79% = C; <70% = F

**Accommodation Statement**

Students with disabilities who believe that they may need accommodation in this course are encouraged to contact the Academic Support Center in Memorial Library (706-2334080) as soon as possible to ensure that such accommodations are implemented in a timely fashion.

**Tentative Class Schedule** (subject to change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Weekly Course Topics &amp; Activities</th>
<th>What to Read</th>
<th>What to Do/What is DUE</th>
</tr>
</thead>
</table>
| Wk 1 1/12/15 | Course Orientation  
Field Experience Request Form |  |
| Wk 2 1/19/15 | MLK – College Closed  
Locate and save content specific standards |  |
| Wk 3 1/26/15 | Backward Design  
UbD – Read Introduction & Ch. 1 |  |
| Wk 4 2/2/15 | Understanding - Understanding  
UbD – Ch. 2 |  |
| Wk 5 2/9/15 | Clarity on Goals  
UbD – Ch. 3 |  |
| Wk 6 2/16/15 | Understandings & Essential Questions  
Berry College Lesson Plan  
UbD – Ch. 4 & 5  
DUE: Task 1 – Context for Learning |  |
| Wk 7 2/23/15 | Crafting Understanding and Academic Language  
UbD – Ch. 6 & 7  
DUE: Task 1 – Parts A-E draft  
DUE: Field Exp Journal #1 |  |
| Wk 8 3/2/15 | Teaching for Understanding  
Task 2 – Analysis of Teaching Videotaping Instruction  
UbD – Ch 8, 9 & 10  
DUE: Field Exp Journal #2 |  |
| Wk 9 3/9/15 | Spring Break  
Spring Break |  |
| Wk 10 3/16/15 | The Design Process  
Impact on Student Learning – Task 3  
Teach lessons  
DUE: Field Exp Journal #3 |  |
Teach lessons  
DUE: Field Exp Journal #4 |  |
| Wk 12 3/30/12 | Working Sessions  
Video Forum  
Task 2 Written Commentary draft  
DUE: Field Exp Journal #5 |  |
| Wk 13 4/6/15 | Working Session – Analysis of Student Work for Impact on Student Learning  
Impact on Student Learning – Task 3, bring student work samples to class |  |
| Wk 14 4/13/15 | Working Session – Written Commentary Peer Review  
Task 1, 2 & 3 Written Commentary draft for Peer Review |  |
| Wk 15 4/20/15 | Working Session – Written Commentary Peer Review Intern KES Self-Assessment  
Task 1, 2 & 3 Written Commentary draft for Peer Review |  |
Presentations Celebration

**DUE:** Task 1 & 2, Impact on Student Learning Written Commentary & Artifacts submitted into LiveText for evaluation by 5pm.

* 8-9 pm for field experience discussions

**INSTRUCTOR’S BIBLIOGRAPHY**

**Internet**
Georgia Department of Education: [http://www.doe.k12.ga.us](http://www.doe.k12.ga.us)
Georgia FIP: [www.gadoe.org/GeorgiaFIP](http://www.gadoe.org/GeorgiaFIP)
GOFAR (Georgia Online Formative Assessment Resource)

International Society of Technology in Education: [http://www.iste.org](http://www.iste.org)


Educational Games: [http://funschool.com](http://funschool.com)


Georgia Professional Standards: [http://www.georgiastandards.org](http://www.georgiastandards.org) NMSA, (2010) *This We Believe: Keys to Educating Young Adolescents*

https://www.nmsa.org/

Smart Briefs: [http://www.middleweb.com/](http://www.middleweb.com/)

**Printed Resources**


Dean, C., Hubbell, E., Pitler, H., & Stone, BJ (2012). Classroom instruction that works; Research-based strategies for increasing student achievement. 2nd Ed. Alexandria, VA: ASCD.


