

**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:

Wiggins, G. (2005, 2nd ed). Understanding by design. Pearson.

Tomlinson, C.A., McTighe, J. (2006). Integrating differentiated instructions and understanding by design: Connecting content and kids. ASCD Publications.

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.

Learning Outcomes	InTASC Standards	Assignments/ Criterion
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Discuss and implement selected elements of the national state, and local guidelines and curricula	InTASC 4	In-class activities – 90% Identification of national state, and local guidelines and curricula in unit plan, lesson plans – minimum of 80% scoring criteria
Write and assess lesson, unit, and semester plans	InTASC 6, 7, 8	Unit Plan, Lesson Plans (Berry College format) – minimum of 80% scoring criteria (Modified Task 1)
implement and assess lessons and mini-lessons with a variety of methods and strategies	InTASC 2, 3, 8	Unit Plan, lesson plans
Write and implement major forms of student assessment, including various objective question formats, essays, activities, and portfolios	InTASC 6-8	Unit Plan, lesson plans
Incorporate adaptations for diverse learners & developmental levels	InTASC 1, 2	Unit Plan, lesson plans
Design & teach at least 3 lessons, and assess student learning	InTASC 5, 8-10	Impact on Student Learning (Modified Task 3) Field Experience Evaluation Field Experience Journal
Critique one's field experience utilizing Task 2 & Intern KES.	InTASC 9	Task 2 (modified) Video Analysis Intern KES Self-Evaluation

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:

1 30 hours Field Experience	300 points
2 Field Exp & exercises (“FX Journal”)	250 points
3 Unit Assignment (Modified Tasks 1 & 2 edTPA)	200 points
4 Impact on Student Learning (Modified Task 3 edTPA)	100 points
4 Intern Keys Self-Evaluation	50 points
5 In-class exercises (15X5 pts)	75 points
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	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)

Date	Weekly Course Topics & Activities	What to Read What to Do/What is DUE
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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 GaDOE FIP	UbD – Ch. 3
Wk 6 2/16/15	Understandings & Essential Questions Berry College Lesson Plan	UbD – Ch. 4 & 5 <u>DUE</u> : Task 1 – Context for Learning
Wk 7 2/23/15	Crafting Understanding and Academic Language	UbD – Ch. 6 & 7 <u>DUE</u> : Task 1 – Parts A-E draft
		<u>DUE</u> : 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	UbD – Ch 11& 12 Teach lessons <u>DUE</u> : Field Exp Journal #3
Wk 11 3/23/15	Working Sessions – UbD Curriculum Framework	Teach lessons <u>DUE</u> : Field Exp Journal #4
Wk 12 3/30/12	Working Sessions Video Forum	Teach lessons Task 2 Written Commentary draft <u>DUE</u> : 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

Wk 16 4/27/15	Presentations Celebration	<u>DUE</u> : Task 1 & 2, Impact on Student Learning Written Commentary & Artifacts submitted into LiveText for evaluation by 5pm.
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* 8-9 pm for field experience discussions

INSTRUCTOR'S BIBLIOGRAPHY

Internet

Georgia Department of Education: <http://www.doe.k12.ga.us>

Georgia FIP: www.gadoe.org/GeorgiaFIP

GOFAR (Georgia Online Formative Assessment Resource)

International Society of Technology in Education: <http://www.iste.org>

U.S. Department of Education: <http://www.ed.gov>

Educational Games: <http://funschool.com>

Explicit Direct Instruction: <http://dataworks-ed.com/research-link-page/explicitdirectinstruction/>

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

<https://www.nmsa.org/>

Smart Briefs: <http://www.middleweb.com/>

Printed Resources

Bonty, A.L., Silver, H.F., Jackson, J.W., & Perini, M.J. (2012). Tools for thoughtful assessment. Silver, Strong and Associates, Thoughtful Education Press.

Callahan, J. F., L.H. Clark, & Kellough, R.D. (1995). Teaching and Learning in the Middle and Secondary Schools. Fifth edition. Englewood Cliffs: Merrill.

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.

Frey, B. B. (2014). Modern classroom assessment. Thousand Oaks, CA: SAGE Publishing Inc.

Good, T. L., and Brophy, J.E. (2000). Looking in Classrooms. New York: Longman.

Hollingsworth, J., & Ybara, S. (2009). Explicit direct instruction. Thousand Oaks, CA: Corwin Press.

Joyce, B., Weil, M., & Calhoun, E. (2009). Models of Teaching. 8th ed. Boston: Allyn & Bacon.

Kraus, J., & Boss, S. (2013). Thinking through project-based learning: Guiding deeper inquiry. Thousand Oaks, CA: SAGE Publishing Inc.

Mandinach, E.B., Jackson, S.S. (2012). Transforming teaching and learning through datadriven decision making. Thousand Oaks, CA: SAGE Publishing Inc.

Mitchell, M.G. (2005). The Essentials of Teaching in Secondary Schools. Upper Saddle River, NJ: Pearson.

Moore, K. G. (2014). Effective instructional strategies from theory to practice. Thousand Oaks, CA: SAGE Publishing Inc.

Nash, R. (2014). The active classroom: Practical strategies for involving students in the learning process. Thousand Oaks, CA: SAGE Publishing Inc.

Silver, H.F., Strong, R.W., & Perini, M.J. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Alexandria,VA: ASCD.

Stiggins, R. J. & Chappuis (2012). An introduction to student-involved assessment FOR Learning. Boston, MA: Pearson Education Inc.