ED886 Designing Instructional Programs Course Syllabus
Spring 2011 -- Online Session

Course for Alternate Route/Restricted License Program

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CREDIT: Three Semester Hours

REQUIRED MATERIALS: Textbook: ED 886 -- Designing Instructional Programs in the Classroom prepared by the Curriculum Leadership Institute. Order at the ESU Bookstore. Other materials will be provided as necessary.

COURSE PERFORMANCE STANDARDS

The course is performance-based, so a grade of “B” or higher is expected but not guaranteed; student progress will be closely monitored throughout the course to assure the completion of quality work. Inadequate progress in the course will result in a grade of “I” (temporary by permission) or “F” (if no acceptable provision has been made for an “I”). Students are expected to complete assignments regularly and to participate in the Discussion Board. Students must also demonstrate behaviors one would expect of those interested in becoming teachers or school specialists in our nation’s public and private schools. For any assignment which receives a grade less than an 80% the student will be expected to resubmit the assignment with appropriate revisions to be reevaluated and a new grade will be recorded.

ALL ASSIGNMENTS SHOULD BE PREPARED AND SUBMITTED AS AN EMAIL ATTACHMENT TO rhonda@cliweb.org.

Adequate Participation: Expectations for online courses are no different than those associated with traditional classes. A traditional class ordinarily meets 15 clock hours for every one credit hour, exclusive of outside assignments; for this course that would total 45 clock hours. The course makes extensive use of email interactions, regular use of Blackboard’s Discussion Board and Assignment Board. Students are encouraged to contact each other as necessary to reinforce learning. Contact can be made through email on Blackboard as everyone’s email is listed in that system.

Evaluation: Students will complete assignments associated with each of the five course outcomes. The point allocation for each outcome is shown below.

<table>
<thead>
<tr>
<th>Outcome 1</th>
<th>70 pts.</th>
<th>Outcome 2</th>
<th>35 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 3</td>
<td>45 pts.</td>
<td>Outcome 4</td>
<td>95 pts.</td>
</tr>
<tr>
<td>Outcome 5</td>
<td>25 pts.</td>
<td>Discussion Board</td>
<td>10 pts.</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>280 pts.</strong></td>
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Points will be assigned for each assignment and may be described in a rubric that describes the quality of the demonstrated learning. Grade is determined as a simple percentage. If a student faces an
emergency the instructor may authorize the late submission of an assignment. Please notify me as soon as possible. Assignments are expected on time. On page 3 of this syllabus is the ESU Conceptual Framework and the details of assignments and other course requirements follow that framework beginning on page 6. The outcomes of the course are in alignment with the “Knowledge, Skills, and Dispositions” identified in the Framework.

**Grading Scale**

Met criteria for each outcome and accumulated 90-100% of total points allotted = A

Met criteria for each outcome and accumulated 80 – 89% of total points allotted = B

Met criteria for each outcome and accumulated 70 – 79% of total points allotted = C

Did not meet criteria for each outcome and accumulated 69% or below of total points allotted = F

**Resubmissions of Assignments**

At any time your score is below an 80% on any assignment, you are expected to revise and resubmit the assignment. The score on the resubmitted assignment will be the score recorded. Please change the font color for any changes (highlighting doesn’t show up on attachments) and submitted on Blackboard. A mutually determined due date will be established for the second version of the assignment. Any time you are not satisfied with your effort and, therefore, your score, you may resubmit the assignment for re-evaluation. Again, a mutually determined due date will be established.

**Tracking your Grade**

The grades you receive on assignments will be sent to you by email following evaluation of each assignment. A grade sheet will be sent that includes comments. The rubric used to evaluate each assignment, if applicable is provided with the assignment on Blackboard. You are encouraged to study the assignment instructions and/or the rubric carefully before completing and submitting each assignment. The points awarded are described on the rubric. The Discussion Board activities will be included on the grade sheet as a total for all the assignments. Check the assignment calendar and the Discussion Board itself for Discussion Board expectations. Check often for emails with grade sheets in order to identify ways to improve effort.

**Class Requirements**

1. Good participation in class discussions.
2. Satisfactory completion of course outcomes and assignments at a level expected of graduate students. (see descriptions in “Instructor’s Expectations)
3. Compliance with all department, college, and university requirements associated with appropriate dispositions (professional performance with regard to intellectual/academic honesty, behaviors, and classroom contributions).

**Technical Assistance**
For ESU technological assistance call 877-341-5555 (toll free) Monday through Thursday 7 a.m. to 9 p.m., Friday 7 a.m. to 5 p.m., and Sunday Noon to 9 p.m. Those living in Emporia should call the local number, 341-5555.

The Teachers College Conceptual Framework

Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.

This course addresses the following Knowledge, Skills, and Dispositions outcomes:
Knowledge, Skills, and Dispositions for New Conceptual Framework

Candidates exhibit knowledge of
1. characteristics of diverse learners.
2. legal issues and ethical standards that apply to sound educational practices.
3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
4. general education within an intellectual framework.
5. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
6. philosophical, historical, social, and theoretical foundations of education.
7. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
8. teaching and learning as a dynamic, constructive, and metacognitive process.
9. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
10. ever changing educational needs of students living in a global society.
11. appropriate technology and how it may be used to enhance teaching and learning.
12. various instructional strategies that can be used to meet the needs and learning styles of individual students.
13. theories of human physical, cognitive, social, and emotional development.
15. a variety of assessment strategies to diagnose and respond to individual learning needs.
16. professional ethics and standards for practice.
17. teamwork and practices for creating healthy environments for learning and teaching.
18. effective communication techniques in order to develop a positive learning environment.

Candidates demonstrate practical ability to
1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. implement non-biased techniques for meeting needs of diverse learners.
4. integrate knowledge across and within disciplines.
5. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
6. determine and assess what students need to know and be able to do in order to succeed.
7. utilize creative planning and curriculum integration to promote learning of all students.
8. create learning experiences commensurate with a student’s level of readiness.
9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
10. use and support effective communication techniques in order to develop a positive learning environment.
11. make use of appropriate technology to support student learning.
12. integrate effective behavior management into all interactions with students.
13. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
14. employ appropriate assessment techniques in order to measure student performance and growth.
15. develop a storehouse of learning strategies that help students understand and integrate knowledge.
16. respond respectfully to ideas and views of others.
17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
18. utilize student learning standards to promote student learning and achievement.

Candidates exhibit dispositions that exemplify
1. professionalism and ethical standards.
2. respect for cultural and individual differences by providing equitable learning opportunities for all students.
3. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
4. the belief that educating children and adults requires the integration of multiple kinds of knowledge.
5. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
6. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.
7. a commitment to challenge all students to learn and to help every child to succeed.
8. an awareness of the larger social contexts within which learning occurs.
9. a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
10. a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
11. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
12. a willingness to learn from other professionals in the field.
Course Purpose

Students completing ED 886 will critique curriculum, instructional plans, and assessments to determine the alignment among them and their alignment to relevant standards.

Outcomes

1. Students will evaluate curriculum samples to determine whether aligned instructional plans and assessments can be created for them and create samples of results based curriculum.

2. Students will evaluate a results-based curriculum for its alignment with relevant standards (state, national, common core).

3. Students will evaluate given assessments to determine the degree of alignment with the prescribed curriculum.

4. Students will create aligned instructional plans and daily lesson plans for a given results-based curriculum.

5. Students will evaluate their progress in preparing to design an instructional program for a classroom for which they are responsible.

Assignments and Grading

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<thead>
<tr>
<th>Outcome</th>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>1</td>
<td>1. Describe a results-based curriculum and the characteristics of a curriculum that allows you to create instructional plans and assessments.</td>
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<td>2. Critique three sample curriculums to determine whether they meet the requirements for a results-based curriculum and cite specific examples of strength or deficiency.</td>
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<td>3. Create outcomes and components to fit with intended teaching field.</td>
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<td>2</td>
<td>4. Review a sample standards document and provide a summary of the organizational structure of the document, the possible difficulty with using the document as a curriculum, the coding system within the document, and the overall complexity of the document.</td>
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<td>5. Code a provided curriculum with the relevant standard from a provided document in order to evaluate where the curriculum aligns and what is missing from the prescribed curriculum.</td>
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<td>3</td>
<td>6. Critique a set of component assessments for their alignment with the verb and content of the components provided. Cite specific instances of assessment items that do not align and overall deficiencies of the assessment provided.</td>
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<td>7. Critique two (2) provided outcome assessments for their alignment with the verb and content of the prescribed outcomes and their components. Cite specific instances of assessment items that do not align and overall deficiencies of the assessment provided.</td>
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<td>4</td>
<td>8. Create the entries for the Context, Teacher Method, Student Activities, and Resources portions of an Instructional Planning Resource for three components from a provided curriculum.</td>
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<td>9. Create a plan for the “Opportunity for Differentiation” section for the Instructional Planning Resource addressed in Assignment 8.</td>
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<td>10. Create 5 days of Daily Lesson Plans using the template provided and the Instructional Planning Resource addressed in Assignments 8 &amp; 9.</td>
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<td>5</td>
<td>11. Respond to a provided list of self-reflection questions in order to evaluate one’s own learning and preparation for preparing lessons and assessments for students.</td>
<td>25</td>
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“To read without reflecting is like eating without digesting.” Edmund Burke
<table>
<thead>
<tr>
<th>Author</th>
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<tbody>
<tr>
<td>Robert Marzano</td>
<td>Classroom Instruction that Works</td>
</tr>
<tr>
<td>Robert Marzano</td>
<td>Classroom Assessment and Grading that Works</td>
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<tr>
<td>Robert Marzano</td>
<td>The Art and Science of Teaching</td>
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<td>Ken O’Connor</td>
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<td>Ken O’Connor</td>
<td>A Repair Kit: 15 Fixes for Broken Grades</td>
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<tr>
<td>Charlotte Danielson</td>
<td>Enhancing Professional Practice: A Framework for Teaching</td>
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<tr>
<td>Richard Stiggins</td>
<td>Classroom Assessments: Doing it right—Using it Well</td>
</tr>
<tr>
<td>Eric Jensen</td>
<td>Brain Based Learning: The New Paradigm of Teaching</td>
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<tr>
<td>Ron Clark</td>
<td>The Essential 55</td>
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<tr>
<td>Edited by Douglas</td>
<td>Ahead of the Curve (The Power of Assessment to Transform</td>
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<td>Reeves, this book</td>
<td>Teaching &amp; Learning)</td>
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<td>actually a collection</td>
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<td>Price Pritchett</td>
<td>MindShift: The Employee Handbook for Understanding the Changing</td>
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<td>World of Work (great for considering the future our students are</td>
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