

**DIXIE STATE UNIVERSITY**  
**Department of Education**  
**ELED 3100 CRN: 43179**  
**Curriculum Design, Planning, and Assessment/Practicum**  
**Fall 201**

*When you plant lettuce, if it does not grow well, you don't blame the lettuce.  
You look for reasons it is not doing well. It may need fertilizer, or more water, or less sun.  
You never blame the lettuce.*

**Credit:** 3.0 Semester Hours  
**Meeting Days/Time Place:** Tuesdays 12:00-1:40 PM, NIB 144  
**Instructor:** Dr. Sandy Petersen  
**Email Address:** petersen@dixie.edu  
**Office Location:** NIB 148  
**Office Phone:** (435)879-8257 **Cell:** (801)660-9943  
**Office Hours:** Mondays 9:30-1:00, Tuesdays 9:00-10:30, or by appointment

**DSU Department of Education Program Standards**

 <b>Department of Education</b>  <b>DESERT Model</b> D-Diversity E-Effective Pedagogy S-Subject Matter E-Environment R-Reflection T-Teaching Dispositions	<p style="text-align: center;"><b>Mission Statement</b></p> <p>The main focus of our Education Department is the development of competent, caring, and qualified educators by ensuring that candidates demonstrate professional abilities in academic and pedagogical knowledge and the skills and dispositions of reflective practitioners. In order to develop these qualities, our degrees and programs include: (a) a competitive selection process to identify highly-qualified candidates; (b) academic rigor through curriculum and assessments; (c) technology tools to enhance teacher work and student learning; and (d) multiple practicum and student teaching experiences in the local school district monitored by experienced teachers and college supervisors.</p> <p>The D.E.S.E.R.T model outcomes are listed below and incorporate national standards (InTASC, TEAC, CAEP), Utah Education Teaching Standards (UETS), and Dixie State University core themes of a culture of learning; a culture of values; and a culture of community.</p>
<p><b>D.E.S.E.R.T. Model – Program Outcomes</b></p> <p><b>Teacher Candidate:</b></p> <p><b>D-Diversity (DM1)</b>  Understands diversity differences, uses culturally responsive curricula, and supports development of English proficiency to meet the needs of all learners.</p> <p><b>E-Effective Pedagogy (DM2)</b>  Creates effective and appropriate instruction, uses technology to support and extend learning, and implements multiple assessments to measure learner knowledge and skills.</p> <p><b>S-Subject Matter (DM3)</b>  Demonstrates confidence, subject matter knowledge, uses instructional strategies to engage students in inquiry thinking, and pursues learning to advance professional practice.</p> <p><b>E-Environment (DM4)</b>  Uses classroom management strategies to create physically and emotionally safe environments and encourage cooperative interaction among students.</p> <p><b>R-Reflective (DM5)</b>  Actively seeks learning experiences as sources of reflection and uses data to reflect and adapt planning and practice.</p> <p><b>T-Teaching Dispositions (DM6)</b>  Demonstrates professional teaching dispositions which include; (a) professional relationships and appearance; (b) participation in learning communities; and (c) legal, moral, and ethical conduct with a focus on acceptance and attention to student's educational needs.</p>	

Teacher Accreditation Education Council (TEAC) <http://www.teac.org/accreditation/goals/index.asp>  
Utah Effective Teaching Standards [http://www.schools.utah.gov/cert/DOCS/Educator-Effectiveness-Project/Teacher-and-Leader-Standards/TS\\_Full\\_Document-9-4-11.aspx](http://www.schools.utah.gov/cert/DOCS/Educator-Effectiveness-Project/Teacher-and-Leader-Standards/TS_Full_Document-9-4-11.aspx)  
Council for the Accreditation of Educator Preparation (CAEP) <http://www.caepsite.org/standards.html> Interstate Teacher Assessment and Support Consortium (InTASC) [http://www.ccsso.org/Resources/Publications/InTASC\\_Model\\_Core\\_Teaching\\_Standards\\_A\\_Resource\\_for\\_State\\_Dialogue\\_%28April\\_2011%29.html](http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html)

## **Course Description**

For students in the Elementary Education degree program. Teaches the fundamental principles of designing curriculum, assessments, and instructional strategies/learning activities that are aligned with the Utah State/Common Core Standards. Uses lecture, group collaboration, practicum, media, and text readings. Prepares pre-service teachers for the teaching of content during practicum and student teaching.

## **Course Objectives and Outcomes**

To successfully complete this course, each student must know, understand, and be able to:

1. “Unwrap” the standards of the Utah State/Common Core Curriculum into Big Ideas/Enduring Understandings.
2. Design standards-based assessments that are completely and authentically aligned with the Big Ideas/Enduring Understandings.
3. Read, understand, and use student assessment data.
4. Intentionally use research-based instructional strategies to increase student mastery of the content.
5. Design lesson and unit plans that incorporate best teaching and learning strategies.

## **Enduring Understanding**

*Highly effective teachers utilize good design – good design of curriculum, assessments, and instruction that focuses on developing and deepening the understanding of important ideas.*

## **Essential Questions:**

- *How do we make it more likely – by our design – that more students really understand what they are asked to learn?*
- *What is the backward design process, and why should it be utilized?*
- *How do effective teachers design standards-based assessments that are aligned with the “Big Ideas” and “Enduring Understandings”?*
- *How should student assessment data be used?*
- *Which instructional strategies provide the greatest levels of student achievement and mastery?*

## **Course Prerequisites**

This is an upper division course and enrollment is limited to Elementary Education majors who are cohort members.

## **Purpose**

The ultimate purpose of this course is provide you with the skills and tools to do the following:

- Access state grade and content standards and know how to differentiate between essential and enduring content knowledge and “nice to know” knowledge
- Understand the significance and importance of standards-based assessments and unit/lesson planning
- Know how to design an effective unit plan that is completely aligned
- Know how to design an effective lesson plan that is completely aligned
- Understand the importance of using proven and research-based instructional strategies
- Prepare you for future courses in the program, and to ultimately prepare you to be a highly qualified *and* a highly effective teacher

## **Methodology**

**This is a working seminar.** Feel free to use laptops, iPads, etc. to take notes or to find information and/or research for class. (Please play games, check e-mail, Facebook, etc. on your personal time. Unprofessional use of technology will result in a Disposition form.)

You will read and respond to a variety of journal articles, write lesson and unit plans, design assessments, etc. You are expected to be prepared to share your ideas, thoughts, and feelings about the course content, readings, and lectures in small groups and whole class discussions. Most of the assignments in this course are application assignments that will be used in future courses and, more importantly, in your future career as a professional educator.

## **Course Materials/Textbooks**

### **Required Books:**

Arter, J. & McTighe, J. (2001). *Scoring rubrics in the classroom*. Thousand Oaks, CA: Corwin Press.

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: ASCD.

Kendall, J. (2011). *Understanding the Common Core*. Alexandria, VA: ASCD.

### Grading Scale

You can check your grade at any time via CANVAS.

Keep in mind that this is a Practicum course, and 20% of your final grade will be based upon your practicum grade. There are three scores entered by your practicum supervisor for your performance in practicum, they are: formal lesson evaluation #1, formal lesson evaluation #2, and the practicum final evaluation which looks at *all* aspects of your performance in your practicum assignment and includes input from your mentor teacher. The average of these scores will constitute your final practicum grade and will be weighted as twenty percent of your final overall grade in this course. **Failure to pass practicum will result in failure to pass the class.**

A = 95% - 100%	B = 84% - 86%	C = 74% - 76%	D = 64 - 66%
A- = 90% - 94%	B- = 80% - 83%	C- = 70% - 73%	D- = 60 - 63%
B+ = 87% - 89%	C+ = 77% - 79%	D+ = 67 - 69%	F = below 60%

### **Date & Time of Final Exam**

The final exam will be given on Tuesday, Dec. 16 at 10:20 in Rm. 144.

**Student Information Link** <http://new.dixie.edu/reg/syllabus> As a student at DSC you have access to several helpful resources:

**Disability Resource Center/ Statement** If you suspect or are aware that you have a disability that may affect your success in the course you are strongly encouraged to contact the Disability Resource Center (DRC) located in the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone # 435-652-7516.

**Health and Wellness Center** This program promotes healthy lifestyle behaviors through health and wellness resources, information, and services. It is located at 34 N. 600 E. For appointments, call 435-652-7756.

<b>Tutoring</b>	<b>Writing Center</b>	<b>Testing Center</b>	<b>Computer Center</b>	<b>Library</b>
Tutoring services are provided for all registered DSC students and is available for all subjects. Located at the Jeffery R. Holland Centennial Commons Building. Room 433. <a href="http://www.dixie.edu/tutoring">www.dixie.edu/tutoring</a>	The writing center is in the Jeffery R. Holland Centennial Commons Building. Room 421. The online writing center can be accessed at: <a href="mailto:owl@dixie.edu">owl@dixie.edu</a> (English Dept. Writing Center)	The hours are posted online at <a href="http://dixie.edu/testing">http://dixie.edu/testing</a> Location: North-East of North Plaza Bldg.	The Smith Computer Center is available for students who need technology services to complete homework assignments and research for any course on campus. Check at the facility for time schedule. Location: Avenna Center	Dixie State College Library at the Jeffrey R. Holland Centennial Commons can be accessed online at <a href="http://www.dixie.edu">www.dixie.edu</a> Contact education liaison, Ms. Linda Jones ( <a href="mailto:ljones@dixie.edu">ljones@dixie.edu</a> ) for assistance.

**D-MAIL:** Important class and college information will be sent to your Dmail account. This information includes your DSC bill, financial aid/scholarship notices, and notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned an e-mail account. Your Banner ID username and password are the same for your Dmail account. **You will be held responsible for information sent to your Dmail**, so please check it often.

**Logging into Canvas:** Students use their same Blackboard Username and Password to login to the Canvas system. If anyone has forgotten their login information or their courses aren't displaying, please contact the

Helpdesk and/or the website [www.dixie.edu/helpdesk/](http://www.dixie.edu/helpdesk/). The Helpdesk is located in the Smith Computer Centers main computer lab.

**Instructure Canvas:** This class will utilize the CANVAS tool provided by DSC Computing. CANVAS can be accessed from the website <https://canvas.dixie.edu/>. Online tutorials for CANVAS can be found at <http://guides.instructure.com/>.

**Wireless Connection:** Education Department rooms have wireless connections. To access this from your personal computer please go to <http://wireless.dixie.edu/> website for directions.

**IT Help** The Student Help Desk is located in the Smith Computer Center in office 107. A technician will be available Monday through Friday, 9:00 AM to 6:00 PM, to assist you in your technological needs.

They can provide assistance with the following:

- 1) CANVAS
- 2) Dmail (Dixie College student e-mail)
- 3) Wireless Network Configuration
- 4) Software Resources for Students
- 5) The Dell Laptop Student Lease Program

**Academic Honesty** As stated in the DSC Student Handbook; “Academic dishonesty in any form will not be tolerated at Dixie State College” (Academic Discipline Policy, 3.34) including cheating, and plagiarism. These acts of academic dishonesty are strictly prohibited.

**Instructors Policy on Late Assignments, Missed Exams/Quizzes, and Unexcused Absences** You will be expected to conduct yourself in a manner that will reflect your apprenticeship into the teaching profession. Absences and tardiness will impact your grade. To that end, I expect you to demonstrate courtesy and respect to everyone in the class. I anticipate your undivided attention, your wholehearted participation, and honest and ethical behavior. Academic dishonesty *in any form* will not be tolerated (See Academic Discipline Policy 3.34). Any time you are in the public schools you must also adhere to the highest standards of the profession. You are to follow the instructions of your teacher/supervisor. It is never our place to complain or criticize.

**Absences Related to College Functions** Appropriate documentation must be provided for any emergency or college sponsored absences (See Attendance Policy 23.5). Illness requires a doctor’s note to be considered excused.

**Assignments** Hard copy assignments will be turned in at the start of the class session. Hand written and/or late assignments will not be accepted.

**Phones** Please turn off and put away cell phones before class begins. If you have an emergency situation, see me prior to class.

**Disruptive Behavior** DSC disruptive behavior policy states, “Teachers at Dixie State College have the right to aggressively manage the classroom environment to ensure an effective learning climate. Toward this end, teachers may dismiss and remove disruptive students from individual class activities. If a student’s behavior continues to disrupt class activities, the teacher may dismiss and remove disruptive students from their courses.” This policy will be followed.

### **Major Course Assignments & Assessments**

#### ***Lesson Plans***

You are to design two thorough lesson plans using the department lesson plan template. The second of the plans will be taught and used for the Lesson Plan with Assessment Data project.

#### ***Unit Plan***

A unit plan is a *long-term* plan that guides a teacher in aligning standards, assessments, and instruction, and is used as the basis for lesson plans. Using the department template, you will complete one comprehensive unit plan from the Utah State/ Common Core Standards in one of the following content areas (for any grade K-6):

- Math
- Science
- Social Studies
- Arts

**Quizzes** (unannounced) will be given periodically throughout the course to encourage you to keep up with your reading and studying. Other quizzes are scheduled and noted on the syllabus. **Quizzes cannot be made up.**

**Midterm and Final** Both of these exams will include all readings **and** class work/discussions. Final exam will be comprehensive.

**Tentative Schedule**

Date	Topic	Reading Assignment: to be completed prior to class	Written Assignments: to be completed prior to class
Sept 2	Introduction to Course -Lesson Plan Template		<b>Please bring the lesson plan you are working on to class each week</b>
Sept 9	Lesson Planning: Contextual Factors : Who are our students?	<ul style="list-style-type: none"> <li>• <i>Understanding Common Core Standards</i> Chapters 1 and 2</li> </ul>	Save a lesson plan template to your computer or ipad. You will work on your lesson plan in class each week.
Sept 16	Lesson Planning: - How do we know what to teach? -Translating standards to objectives  <i>Understanding Common Core Standards quiz</i>	<ul style="list-style-type: none"> <li>• <i>Understanding Common Core Standards</i> Chapters 3 and 4</li> </ul>	Bring a copy of the Core Curriculum in Health (electronic or paper) as well as your lesson plan.
Sept.23	Lesson Planning: -Focusing Lessons and Establishing Purpose -Writing Lesson Objectives	<ul style="list-style-type: none"> <li>• <i>Better Learning through Structured Teaching</i> Chapters 1 and 2</li> </ul>	Contextual Factors section of your lesson plan template (using the students in your practicum class) must be completed before you come to class.
Sept 30	-Using the Backward Design model  -Assessment Strategies  -Guided Learning and Collaborative Learning	<ul style="list-style-type: none"> <li>• <i>Better Learning through Structured Teaching</i> Chapters 3 and 4</li> <li>• CANVAS article: Organize Your Instruction through Gradual Release of Responsibility</li> </ul>	Content and language objectives must be completed before you come to class. Ring a hard copy of your lesson plan so far for peer review.
Oct 7	Active Learning Plan - Independent Learning Tasks	<ul style="list-style-type: none"> <li>• <i>Better Learning</i></li> </ul>	An assessment section must be completed before you come to

	-Modifications and Accommodations  <i>Better Learning through Structured Teaching</i> <b>quiz</b>	<i>through Structured Teaching</i> Chapters 5 and 6 <ul style="list-style-type: none"> <li>CANVAS article: Worksheets Don't Grow Dendrites</li> </ul>	class. Bring a hard copy of your lesson plan for peer review.
Oct 21	<b>Midterm</b>		

Oct 28	Unit Planning - Big Ideas/ Concepts and Skills	<ul style="list-style-type: none"> <li><i>Scoring Rubrics in the Classroom</i> Chapter 1</li> <li>CANVAS article: Unit Planning</li> </ul>	<b>Completed Lesson Plan due/</b> Bring 2 hard copies to class.
Nov 4	Essential Questions	<ul style="list-style-type: none"> <li><i>Scoring Rubrics in the Classroom</i> Chapter 2</li> <li>CANVAS article: Concept Attainment for Essential Questions and Essential Questions samples</li> </ul>	
Nov 11	Rubric Design	<ul style="list-style-type: none"> <li><i>Scoring Rubrics in the Classroom</i> Chapter 3</li> <li>CANVAS article: Effective Instruction Begins with Purposeful Assessment</li> </ul>	
Nov 18	Unit Planning - Group assignment/work session	<ul style="list-style-type: none"> <li><i>Scoring Rubrics in the Classroom</i> Chapters 4.</li> <li>CANVAS article: Three Types of Classroom Assessment</li> </ul>	
Nov 25	Unit Planning -Group assignment/work session  <i>Scoring Rubrics in the Classroom</i> <b>quiz</b>	<ul style="list-style-type: none"> <li><i>Scoring Rubrics in the Classroom</i> Chapters 5 through book completion</li> </ul>	
Dec 2	Data Disaggregation	<ul style="list-style-type: none"> <li>CANVAS article: Improve Teaching with Data-based Decisions</li> </ul>	<b>Completed Unit Plan due</b> <b>Group evaluation due</b>
Dec 9	Homework: What, why, how much?	<ul style="list-style-type: none"> <li>CANVAS article: Assigning Homework and Providing Practice</li> </ul>	<b>Lesson Plan with data disaggregation due</b>
FINAL EXAM Tuesday, Dec. 16 10:20 Rm 144	To include all readings, class discussions, activities since midterm.		

