DIXIE STATE COLLEGE OF UTAH
SCED 4100
Curriculum Instruction, and Assessment (CIA)/Practicum
CSI: Curriculum Scene Investigation
Fall 2011
Syllabus

Credit: 3.0 Semester Hours
Time: Wednesdays, 2:00 – 3:40 PM (Practicum Tuesdays)
Location: Education and Family Studies Building (EFS), Room 114

Instructor: Dr. John Goldhardt
E-mail: goldhardt@dixie.edu
Office: EFS, Room 138
Phone: 652-7849 (DSC); 634-9364 (home)
Office Hours: Mondays: 10:00 AM – 12:00 PM; Tuesdays: 1:00 – 3:00 PM;
Wednesdays: 9:00 AM – 12:00 PM

DSC Education Department Program Standards

| INTASC Standards: http://www.ccsso.org/intascst.html |
| Teacher Accreditation Education Council (TEAC) http://www.teac.org/accreditation/goals/index.asp |

Course Description
For students in the Secondary Education licensure program. Teaches the fundamental principles of designing curriculum, assessments, and instructional strategies/learning activities that are aligned with the Utah State 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
To successfully complete this course, each student must know, understand, and be able to:
1. “Unwrap” the standards of the Utah State 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. Have a basic understanding of the Professional Learning Community (PLC) model.
6. Understand the process of the Teacher Work Sample (TWS) required during the student teaching experience.

**Enduring Understanding and Essential Questions**

**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?
- What is understanding?
- 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?

**Prerequisites**

This is an upper division course and enrollment is limited to students accepted in the Secondary Education Teaching (SET) licensure program.

**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 not a “sit and git” class. In other words, you are expected to be prepared to share your ideas, thoughts, and feelings about the course content, text readings, and lectures. I utilize many cooperative learning structures as a means to enhance student engagement and learning. In addition, I try to provide a visual representation of the learning – this is based upon the findings of cognitive psychology that we learn best when we “teach to the eyes” and not to the ears.

There are some written assignments that are pass or fail and will not include written comments from me. The purpose of these assignments is formative in that I want to see how you are thinking and reacting to the content and required text readings. It is also to provide you with the means to reflect upon your own reaction to content and text readings. Dr. Douglas Reeves put it best when he said, “Writing is thinking on paper.”
I believe in “learning by doing” and “doing the content” not simply learning the content, thus most of the assignments in this course are application assignments that will be used in future courses, and in your future career as a professional educator.

The textbooks are supplemental and are a vital part of the course. However, I do not use the textbook as a syllabus in that lectures and class activities are directly from the textbook. It is my philosophy that you paid tuition and come to class to have enhanced learning experiences and not simply have a regurgitation of the textbook.

**What You Should Expect from Me**

This syllabus provides you with clear expectations about what I expect from you in this class. However, you should in turn expect certain things from me. You should expect the following from me during this semester:

- I will always be prepared to teach each week, and the topics will follow the calendar in this syllabus. If there is a change in the schedule, you will always be notified.
- I will return your assignments in a timely manner. My goal is for you to get your assignments back the following class after they were turned in.
- I will use scoring guides (rubrics) to assess your major projects. You will also receive a copy of the scoring guide far in advance so that you know exactly what I am looking for.
- You should expect me to treat you in a fair, professional, and friendly matter. You should also expect me to be happy and to include appropriate humor in our classes.

**Required Textbooks**


**Course Assignments & Assessments**

**Textbook Response Journals (10 points each)**

You are to read the assigned textbook readings and complete a short (no more than one page), succinct, well thought out, and well-written response. The focus of the response should be: *Based upon the text reading, what mattered the most to you? Why?*

**Comprehensive Unit Plan (100 points)**

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 Understanding by Design (UbD) approach (DSC Education Department template is attached), you will complete one comprehensive unit plan from the Utah State Core Standards in your content area for any grade 7-12.

This performance assessment will require you to “unpack” or “unwrap” the state core standards so that you can focus on the “Big Ideas”/”Enduring Understands”. Your unit plan must include the following elements:

- The State standard
- Enduring Understanding
• Key concepts and skills
• Essential questions
• Assessment evidence to show that the students are proficient in regards to the Enduring Understanding and core standard
  o At least one scoring guide for one performance assessment
  o At least one assessment that requires expository writing
• Instructional strategies and learning activities that are aligned with the assessment evidence
  o At least one instructional activity must be a cooperative learning/collaborative structure

For a complete listing of the Utah State Core Curriculum please go the web at http://www.schools.utah.gov/curr/core/page2.htm

**Lesson Plans (50 x 2 = 100 points)**
You are to design two thorough lesson plans using the department lesson plan template (attached – electronic version will be e-mailed to you). At least one of these lesson plans must be utilized in your practicum classroom. The rubric to assess each lesson plan is provided. To earn the maximum points possible for this assignment, you will need to provide the following in each lesson plan:

- The Enduring Understanding the lesson is based on – aligned with
- The Walk-Away (what will the students be able to do, know, and or understand as a result of this lesson?)
- The assessment evidence needed to show that the students know and understand the Walk-Away
- The instructional strategies and learning activities that are aligned with the assessment and the Walk-Away
  o Don't forget: “I do it”; “We do it”; “You do it together”; “You do it alone”

**Standards-based Assessment Data Project with Lesson Plan (100 points)**
You are required to administer a standards-based (criterion-referenced) assessment with a lesson you teach in your practicum classroom. To earn the points for this assignment, you will need to provide the following:

- The lesson plan design the assessment was for
  o Attached you will find the template required for the lesson plan
- The data outcomes of the assessment (scores listed by individual student – first name only)
- Copies of completed student assessments (one exemplary, one proficient, one basic/below basic), and a copy of the scoring guide/rubric.
- A reflection that answers this question: *Did the data show that the students are proficient in the Walk-Away? Why or why not?*

The scoring guide for this assignment is attached.

**PLC Observation (50 points)**
You need to make arrangements to attend a PLC meeting at the school where you have been placed for your practicum. Preferably, it will be of the team (grade/content) where you are assigned. You are not a participant at the PLC meeting, but an observer. After the observation, write a concise reflection (no more than two pages) that addressed the following:

- *What topics were addressed in the meeting?*
- *Was the focus on teaching or on learning?*
- *Did the team develop plans and/or interventions for students that were not learning?*
- *Did the team design or analyze student achievement data?*
- *Do you believe this meeting will enhance teaching and learning? Explain.*
I've got an App for That! (50 points)
There have been thousands of new apps developed in the last few years. Apps are going to be utilized in classrooms more than software, so it is important that you become familiar with them. Find five (5) apps that align with your content from the state standards/common core and do the following:

- Describe the App
- How is the app aligned with the content?
- Will this app help enhance student learning? Why or why not?

Take Home Final Exam (200 points)
You will be given several questions to choose from that will address the major themes – big ideas of the course. You are to write short-answer essays to answer each question with supporting evidence. Points will be awarded based upon how well you justify your response and the quality of the evidence provided to support your claims.

Grading Scale
This course is graded using the criterion-referenced (standards-based) approach. To get the grade percentage, take the total points possible and divide by the total points earned. The grade breakdown is as follows:

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<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 – 95</td>
<td>A</td>
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<td>94 – 90</td>
<td>A-</td>
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<td>89 – 87</td>
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<td>86 – 83</td>
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<td>72 – 70</td>
<td>C-</td>
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<td>69 - 0</td>
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</tbody>
</table>

Semester Calendar: http://www.dixie.edu/reg/fall2011.html
Important Dates to Remember

<table>
<thead>
<tr>
<th>Dates</th>
<th>DSC Event</th>
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<tbody>
<tr>
<td>August 22nd</td>
<td>Class begins</td>
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<tr>
<td>August 24th</td>
<td>Last day to add without instructor’s permission/signature</td>
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<tr>
<td>August 29th</td>
<td>Drop fee begins ($10.00 per class)</td>
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<tr>
<td>September 6th</td>
<td>$50.00 late registration/payment fee</td>
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<tr>
<td>September 12th</td>
<td>Last day to drop with refund</td>
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<tr>
<td>September 16th</td>
<td>Last day to drop without a “W” grade</td>
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<tr>
<td>September 30th</td>
<td>Graduation application deadline</td>
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<td>October 13th-14th</td>
<td>Fall Break</td>
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<tr>
<td>October 17th</td>
<td>Last day to drop or audit classes</td>
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<tr>
<td>November 11th</td>
<td>Last day for complete withdrawal</td>
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<tr>
<td>November 23rd-25th</td>
<td>Thanksgiving Break</td>
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<tr>
<td>December 9th</td>
<td>Last day of classes</td>
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<tr>
<td>December 12th-16th</td>
<td>Final Exams</td>
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</table>
Date & Time of Final Exam
Take-home Final must be turned in on December 14th @12:30 PM

DSC D-Mail
Important class and college information will be sent to your D-mail 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. If you don’t know your user name and password, go to http://dmail.dixie.edu for complete instructions. You will be responsible for information sent to your D-mail, so please check it often.

Disability Accommodations
If you are a student with a medical, psychological or a learning difference and requesting reasonable academic accommodations due to this disability, you must provide an official request of accommodation to your Professor(s) from the Disability Resource Center within the first two weeks of the beginning of classes. Students are to contact the Center on the main campus to follow through with, and receive assistance in the documentation process to determine the appropriate accommodations related to their disability. You may call (435) 652-7516 for an appointment and further information regarding the Americans with Disabilities Act (ADA) of 1990 per Section 504 of the Rehabilitation Act of 1973.

Tutoring Services
The writing center is in the Browning Learning Center. The online writing center can be accessed at http://dsc.dixie.edu/owl/

Testing Center
The hours are posted online at http://new.dixie.edu/testing/index.php
Location: Browning Learning Center

Computer Center
The Smith Computer Center is available for students who need technology services to complete homework assignments and research for any course on campus. Check the facility for time schedule.

Library
Online help for the Browning Library can be accessed at http://new.dixie.edu/library/index.php

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.

Policy on Turning in Assignments/Assessments
Only hard copies of assignments will be graded. Please turn assignments in to the folder provided. Please pick up graded assignments and periodic grade reports from your folder. All assignments are due during class time (see policy on late assignments below). I do not grade electronic copies of assignments.
Policy on Late Assignments, Make-up Work, and Exams

Late Assignments: Assignments are due on specific dates (please see course calendar) AND ARE TO BE TURNED IN DURING CLASS TIME. Assignments turned in after class time will be considered late. Technology (e.g., printer out of ink, computer broken, etc.) is not an acceptable excuse. The following policy will be enforced in regards to assignments turned in late:

- 1 day late = 25% deduction
- 2 days late = 50% deduction
- 3 days late or later = assignment is not accepted for credit

Make-up Work: Students that miss class for legitimate reasons may make up missed assignments. The following are considered legitimate reasons for missing class: DSC sponsored event (must provide written documentation), illness (must provide written documentation from a valid physician), and death of an immediate family member (must provide written documentation). If the professor deems the absence was excused, the student has until the beginning of the next class to turn in the assignment without penalty.

Exams: Exams are scheduled on specific dates (please see course calendar) and must be taken on the scheduled date.

General Policies

- **Re-Do’s:** My goal is for each of you to learn as much as possible and to achieve proficiency of the course content. Therefore, I allow re-do’s of all assignments (does not apply to tests or presentations). Re-do’s must be completed within three days after the graded assignment is returned.
- **Cell phones always disrupt learning,** so please turn them off before class begins.
- **Text messaging always disrupts learning,** so please complete your texting before or after class.
- **Classroom Community:** I believe in the intentional design of classrooms that are inviting and democratic – a Community of Caring. I ask that you help build our classroom community by focusing and living the following values in our time together: caring, respect, responsibility, and trust.
- **Technology:** Feel free to use laptops, iPads, etc. to take notes during class time or to find information and/or research for class. Technology is not to be used for playing during class. Please play your games, check e-mail, Facebook, etc. on your personal time and not during class time.
- **Learning Etiquette:** Please listen to your peers and professor during class time. It is rude and disrespectful to carry on a conversation while your peers or the professor are speaking and/or presenting.

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.”

Reminder

*Please remember that we are guests in the schools and you are to follow the guidelines of your teacher/supervisor. Complaining or faultfinding about the school, the teacher, or the children in your practicum classes will not be tolerated.*
**Tentative Schedule**

- *This is subject to change. However, you will always be given prior notice.*
- *Please read the textbook assignments before class.*

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
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<tbody>
<tr>
<td>August 24th</td>
<td>Welcome and Course Introduction</td>
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<td></td>
<td>The Issue of the Overpressured Student</td>
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<td>Overview course expectations</td>
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<td>- Your role as CIA agents</td>
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<td>- Your role as CSI agents</td>
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<td>BRING A COPY OF THE STATE CORE IN YOUR CONTENT AREA TO CLASS NEXT WEEK</td>
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<td>August 31st</td>
<td>Text Reading: Wiggins &amp; McTighe, Introduction; Modules A &amp; B</td>
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<td>The Backwards Design Model</td>
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<td>- Big Ideas</td>
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<td>- Write rough draft of an Enduring Understanding (EU)</td>
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<td>Due: Textbook Response Journal (Wiggins &amp; McTighe, Introduction; Modules A &amp; B)</td>
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<td>September 7th</td>
<td>Text Reading: Wiggins &amp; McTighe, Modules C, D, &amp; E</td>
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<td>- Design decisions</td>
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<td>- Alignment</td>
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<td>- Knowledge &amp; Skills</td>
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<td>- Write rough draft of knowledge &amp; skills</td>
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<td>- Transfer</td>
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<td>Due: Textbook Response Journal (Wiggins &amp; McTighe, Modules C, D, &amp; E)</td>
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<td>September 14th</td>
<td>Text Reading: Wiggins &amp; McTighe, Modules F, G, &amp; H</td>
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<td>- Essential questions</td>
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<td>- Assessment evidence</td>
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<td>- Six Facets of Understanding</td>
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<td>- Learning plan</td>
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<td>- Write rough draft of essential questions and assessment evidence aligned with the Six Facets of Understanding</td>
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<td>Due: Textbook Response Journal (Wiggins &amp; McTighe, Modules F, G, &amp; H)</td>
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<td>September 21st</td>
<td>Text Reading: Fisher &amp; Frey, Chapters 1 &amp; 2</td>
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<td>Lesson Plan Design; Integrating Focus Lesson Model with UbD</td>
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<td>Why is the Focus Lesson so Powerful?</td>
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<td>Due: Textbook Response Journal (Fisher &amp; Frey, Chapters 1 &amp; 2)</td>
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<td>DUE: UNIT PLAN</td>
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<td>September 28th</td>
<td>Text Reading: Fisher &amp; Frey, Chapter 3</td>
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<td>Guided Instruction</td>
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<td>- What Guided Instruction IS NOT</td>
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<td>- Making Guided Instruction Work</td>
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<td>Due: Textbook Response Journal (Fisher &amp; Frey, Chapter 3)</td>
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<td>October 5th</td>
<td>Text Reading: Fisher &amp; Frey, Chapter 4</td>
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<td>Collaborative learning &amp; Cooperative learning; Cooperative learning is not group work!</td>
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<td></td>
<td>Summarizing and Note taking</td>
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<td>- Kagan structure model of cooperative learning</td>
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<td>Date</td>
<td>Event</td>
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| October 12<sup>th</sup> | Text Reading: Fisher & Frey, Chapters 5 & 6  
Independent learning; Homework and practice; Reinforcing effort  
- Independent learning is not “you’re on your own” learning  
- The debate over homework  
Due: Textbook Response Journal (Fisher & Frey, Chapters 5 & 6) |
| October 19<sup>th</sup> | Team #1 teaches Jackson, Chapter 1 (<i>Start Where Your Students Are</i>)  
How do we know our students’ present level of performance?  
Due: Textbook Response Journal (Jackson, Chapter 1)  
DUE: LESSON PLANS |
| October 26<sup>th</sup> | Team #2 teaches Jackson, Chapter 2 (<i>Know Where Your Students are Going</i>)  
The Importance of Following a Plan for Student Success  
RTI  
Due: Textbook Response Journal (Jackson, Chapter 2) |
| November 2<sup>nd</sup> | Team #3 teaches Jackson, Chapter 3 (<i>Expect to Get Your Students There</i>)  
Staying Focused and Consistent  
Due: Textbook Response Journal (Jackson, Chapter 3) |
| November 9<sup>th</sup> | Team #4 teaches Jackson, Chapter 4 (<i>Support Your Students</i>)  
Due: Textbook Response Journal (Jackson, Chapter 4)  
DUE: I’VE GOT AN APP FOR THAT! |
| November 16<sup>th</sup> | Team #5 teaches Jackson, Chapter 5 (<i>Use Effective Feedback</i>)  
Summative and Formative Assessments  
Due: Textbook Response Journal (Jackson, Chapter 5) |
| November 23<sup>rd</sup> | THANKSGIVING BREAK |
| November 30<sup>th</sup> | Team #6 teaches Jackson, Chapter 6 (<i>Focus on Quality, Not Quantity</i>)  
Measuring Quality in the Classroom  
Due: Textbook Response Journal (Jackson, Chapter 6)  
DUE: STANDARDS-BASED ASSESSMENT PROJECT |
| December 6<sup>th</sup> | Team #7 teaches Jackson, Chapter 7 (<i>Never Work Harder than Your Students</i>)  
Wrap-Up  
Importance of CIA  
Due: Textbook Response Journal (Jackson, Chapter 7)  
DUE: PLC OBSERVATION  
TAKE-HOME FINAL EXAM HANDED OUT |

****TAKE-HOME FINAL EXAM IS DUE DECEMBER 14<sup>TH</sup> @ 12:30 PM****