

SCED 3311 Fall 2019
Curriculum Planning for Secondary
CRN 11770 Thursdays @ 8:30-11:20 am Ed. Room 405
CRN 19198 Thursdays @ 6:00-8:50 pm Ed. Room 405

Education is not about learning the facts, but about training the mind to think.
-Albert Einstein

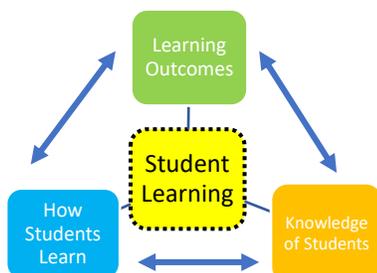
Education is the most powerful weapon which you can use to change the world.
-Nelson Mandela

The question is not, "How can I teach this" but How can they learn it?
-Jane Bozarth

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Course Description

This course will focus on curriculum planning to maximize learning for all students in grades 7-12. We will employ the essential skills of any educator, reflective practice and evidence-based thinking, to understand and engage in the process of curriculum planning. As a reflective practitioner you will be asked to consider how your own values and educational experiences influence your planning and instructional choices in a way that can directly impact student learning. Throughout the course we will approach curriculum planning as a *continuous* triangulation of: *Learning Outcomes, How Students Learn, and Knowledge of Students.*



Below are the core principles that will drive our curriculum planning this semester.

- Engage in standards-based, rigorous, and relevant instruction and assessment
- Maintain explicit and high expectations for ALL students
- Sustain an asset-based stance towards students with a focus on leveraging student strengths in planning and instruction.
- Develop applied awareness related to the impact of power, privilege, and bias on institutional and classroom practices.
- Recognize and understand the role of context (school, families, and students) on student learning and achievement
- Engage in continuous professional learning and critically reflective practice

Required Text

Schmoker, M. (2011). *Focus: Elevating the Essentials to Radically Improve Student Learning*. ASCD. Paperback. ISBN: 978-1-4166-1130-1 ASCD product#110016

Additional Required Readings/Resources

Texas Essential Knowledge and Skills (TEKS) <https://tea.texas.gov/curriculum/teks/>

Lead4ward <http://www.Lead4ward.com/resources>

English Language Proficiency Standards: <http://ipsi.utexas.edu/EST/files/standards/ELPS/ELPS.pdf>

Student Learning Outcomes

Standards that will be *performed* and *assessed* during this course are listed below. Standards that are expected to be *observed* and *reflected* upon as part of your field observations only are **highlighted in gray**. You will also be observing for evidence of many of the non-highlighted standards as well.

State Board for Educator Certification, Secondary School Certificate Standards Grades 7-12

Adopted March 8, 2018

Instructional Planning and Delivery. Grades 7-12 classroom teachers demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners.

Grades 7-12 classroom teachers must:

- (1) develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes;
- (2) effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement;
- (3) connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities;
- (4) plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn;
- (5) use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students;
- (6) differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;
- (7) ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction;
- (8) set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems;
- (9) provide opportunities for students to engage in individual and collaborative critical thinking and problem solving;
- (10) monitor and assess students' progress to ensure that their lessons meet students' needs;
- (11) provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts;
- (12) adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

Knowledge of Student and Student Learning. Grades 7-12 classroom teachers work to ensure high levels of learning and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

Grades 7-12 classroom teachers must:

- (1) create a community of learners in an inclusive environment that views differences in learning and background as educational assets;
- (2) accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner;
- (3) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts;
- (4) understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources;
- (5) understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible; and
- (6) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

Content Knowledge and Expertise. Grades 7-12 classroom teachers exhibit an understanding of content and related pedagogy as demonstrated through the quality of the design and execution of lessons and the ability to match objectives and activities to relevant state standards.

Grades 7-12 classroom teachers must:

- (2) organize curriculum to facilitate student understanding of the subject matter;
- (3) understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions;
- (4) promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners; and
- (5) teach both the key content knowledge and the key skills of the discipline.

Learning Environment. Grades 7-12 classroom teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

Grades 7-12 classroom teachers must:

- (1) embrace students' backgrounds and experiences as an asset in their learning;
- (2) maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;
- (3) implement behavior management systems to maintain an environment where all students can learn effectively;
- (4) maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning;
- (5) maximize instructional time, including managing transitions

Data-Driven Practices. Grades 7-12 classroom teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

Grades 7-12 classroom teachers must:

- (1) gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning
- (2) *analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning **(we will review model student data to address this standard)***
- (3) *design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes. **(we will review model student data to address this standard)***

Professional Practices and Responsibilities. Grades 7-12 classroom teachers consistently hold themselves to a high standard for individual development, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

Grades 7-12 classroom teachers must:

- (3) adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s);
- (4) communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff; and

Major Assignments

Teaching Philosophy

You will develop and refine your “why” as an educator in your discipline throughout this course. In your statement of purpose you will explain why you want to be a teacher in your discipline. Questions and ideas you may address:

- What were your educational or life experiences that influenced your decision to become an educator?
- What do you value most about education?
- Why is it important for students to know your discipline? What impact will it have on their lives?
- What will it look, sound and feel like to be in your future classroom?
- What does it mean to be “successful” in your class? How will you make sure students are successful?

Interdisciplinary Unit Plan

The PLC (group) will submit a Unit Plan to include:

- ✓ Essential Question and leveled scaffolding content/skill questions
- ✓ Timeline of varied and active lesson/experiences/discussion topics progression with rationale of sequencing based on how students construct knowledge
- ✓ A sample final product and rubric with rationale of how the product:
 - will demonstrate knowledge and skills for each discipline
 - is rigorous and relevant
 - will be motivating and engaging for targeted age group
 - is open-ended and allows for multiple entry points for ALL students
 - asks students to collaborate, think critically and problem-solve

Individuals will submit a:

- ✓ *Breakdown* of individual content standards per discipline which included at least 1 skill and 1 content standard
- ✓ Explanation of what background knowledge and misconceptions students may bring to the unit by discipline

Content-Specific Planning

Part 1:

Unit Plan (15 days)

Discipline-specific PLCs (groups) will create a Unit Plan to include:

- ✓ Essential Question and leveled scaffolding content/skill questions
- ✓ Timeline of varied and active lesson/experiences/discussion topics progression with rationale of sequencing based on how students construct knowledge
- ✓ *Breakdown* of all individual content standards in unit with student-friendly objectives
- ✓ Explanation of what background knowledge students may bring to the unit
- ✓ Explanation of how you might differentiate at least one of the major engaging experiences based on a given student-data set
- ✓ List and sequencing of aligned informal and formal assessments with rationale
- ✓ A sample final product(s) with rationale of how the product(s):
 - will demonstrate knowledge and skills for the unit
 - is rigorous and relevant
 - will be motivating and engaging for targeted age group
 - is open-ended and allows for multiple entry points for ALL students
 - asks students to collaborate, think critically and problem-solve

Part 2:

Daily Lesson Plan (45 minute class period)

Individuals will create and submit a Daily Lesson Plan based on Unit Plan (Part 1) to include:

(Note: edTPA lesson plan template is required)

- ✓ Daily Objective(s) in both teacher and student-friendly language
- ✓ Essential Question and leveled questions to promote inquiry and rigorous thinking
- ✓ A plan for differentiation based on a given student data set
- ✓ Explanation of how planning takes into account background knowledge, scaffolding, and common misconceptions associated with the daily learning objective
- ✓ Materials and resources that will be used in the lesson
- ✓ List of the instructional strategies that will be used with a rationale of how each will be used to promote active, individual and collaborative, rigorous, relevant and engaged learning throughout the lesson.
- ✓ A plan for supporting literacy and academic language development (listening, reading, writing, speaking)
- ✓ Teacher and student procedures for use of instructional time.
 - A logically sequenced and timed plan for instruction that will allow students to construct and apply knowledge. Must include an opening and closing of the lesson as well as continuous assessment.
 - 5E or Gradual Release models may be used for this component.
- ✓ Samples of aligned and varied informal and formal assessments with an explanation of how they may be used to determine need for acceleration and/or remediation.
- ✓ A labeled visual of how the learning environment would be organized during the lesson

Field Observations

This course will require that you complete 15 hours of classroom observations to help you make connections between theory and practice. You will be using your observations and subsequent reflection to refine your teaching philosophy and develop in your curriculum planning skills. It is important to understand how your choices in planning and instruction directly impact student learning.

Requirements:

- ✓ At least 15 hours of observations are documented and a signed log sheet is submitted by the end of the semester.
- ✓ A completed, discipline-specific, observation protocol and reflection sheet is submitted for each observation.
- ✓ Your observations must include **both** middle school (grades 6-8) and high school (7-12) settings.
- ✓ The majority, if not all, of your observations should be of classrooms aligned to your **major discipline**.
- ✓ Observations are specifically referenced in your Discussion Board posts and assignments when appropriate.

You will need to submit an application for Security Clearance/Background Check for Classroom Observations to the district of your choice. The applications are not transferable between districts so you will need to submit a new application for each district if you choose more than one. If you currently have security clearance for a district because you needed it for a course you took in Spring 2019, you will need to submit a new application for this new 2019-2020 school year.

When you are cleared, you will need to submit a copy of your clearance letter to me by September 5, 2019 (Week 2 of the course). At this time you should have already contacted a secondary campus of your choice to schedule your observations. All observations will need to be completed prior to the end of the course to allow time for reflection and submission of your final field notes and reflection by December 5, 2019.

Discuss with your campus representatives the optimal times for observing instruction---holidays, early release days, professional development days, testing days, field trips---are not the best time to conduct observations of instructional practices. I highly encourage you to study the district calendars available online before calling the campus so that you will have times/days/weeks ready to offer about when you would be able to observe.

Calendar The calendar is a *guide* and may be changed as needed to meet the needs of students. Changes to the calendar will be shared as Announcements in Blackboard. Please stay on top of your email and check Blackboard regularly so that you do not miss important updates!

Date of Class	Essential Question	Topics and Activities	Homework/Due Dates
8/29/2019	Why do we have standards?	<i>Building Knowledge of Students</i> Review of Syllabus	Post: Welcome! Read: Backwards Design
9/5/2019	What is planning?	Quiz over HW <i>PLCs, Backwards Design, Essential Questions</i> <u>Workshop:</u> Interdisciplinary Unit Planning	Read: Focus pgs. 1-52 Watch: PBL and Authentic Performance-Assessments Post: Response to Reading
9/12/2019	How do you develop rigor and relevance in your curriculum?	Quiz over HW <i>Breaking down standards, DOK, Rigor/Relevance, Hess's Matrix</i> <u>Workshop:</u> Interdisciplinary Unit Planning	Read: Constructivism Complete: Standards Breakdown (individual) Field Observations and Reflection #1 due 9/15 @ 11:59pm
9/19/2019	How do students learn <i>best</i> ?	Quiz over HW <i>Constructivist Teaching and Active Learning</i> <u>Workshop:</u> Interdisciplinary Unit Planning	Draft of Unit Plan due by 9/22 @ 11:59 pm (group and individual)
9/26/2019	Why do students need feedback?	Review Feedback <u>Workshop:</u> Final Interdisciplinary Unit Plan due by the end of class.	Read: Focus pgs 53-112 Watch: F5 Post: Response to Reading Field Observations and Reflection #2 and #3 due 9/29 @ 11:59pm
10/3/2019	Why read? Why write?	Quiz over HW <i>Literacy in Content Areas</i> <i>Reading a Scope and Sequence</i> <u>Workshop:</u> Form Discipline-Specific PLCs, begin working on Unit Plan	Read: Formative and Summative Assessment Watch: Powerzone and Open-Ended Questioning Field Observations and Reflection #4 due 10/6 @ 11:59pm Draft of Teaching Philosophy due by 9/29 @ 11:59 pm
10/10/2019	What is best way to use limited instructional time? How do you know students "get it"?	Quiz over HW <i>edTPA, 5E, Gradual Release Instructional Models, ELPs, Differentiation and Knowledge of Students</i> <u>Workshop:</u> Unit and Daily Planning	Read: Differentiation Watch: Student Engagement Post: Response to Reading Field Observations and Reflection #5 due 10/13 @ 11:59pm
10/17/2019	How do you structure collaboration and make thinking visible?	Quiz over HW <i>Collaborative Groups and Making Thinking Visible, Accountable Talk</i> <u>Workshop:</u> Submit draft of Unit Plan by the end of class.	Read: Focus (Subject-Specific pgs.) Field Observations and Reflection #6 and #7 due 10/20 @ 11:59pm
10/24/2019		Quiz over HW Review Feedback <u>Workshop:</u> Unit and Daily Lesson Planning	Submit Final Unit Plan by 10/27 @ 11:59 pm
10/31/2019	What happens if you eat all your kids candy?	No Class Use time to meet as a PLC to work on Daily Lesson Plans	Submit Drafts of Daily Lesson Plans by 11/3 @ 11:59 pm
11/07/2019		Peer Review of Daily Lesson Plans <u>Workshop:</u> Daily Lesson Plans	Field Observations and Reflection #8, #9 and #10 due 11/10 @ 11:59pm
11/14/2019		Peer Review of Daily Lesson Plans <u>Workshop:</u> Daily Lesson Plans	Field Observations and Reflection #11, #12 and #13 due 11/17 @ 11:59pm Final Teaching Philosophy due by 11/17 @ 11:59 pm
11/21/2019		Peer Review of Daily Lesson Plans <u>Workshop:</u> Daily Lesson Plans	Submit Final Daily Lesson Plans by 11/24 @ 11:59 pm
11/28/2019	No Classes.	Enjoy your Thanksgiving!	Field Observations and Reflection #14 and #15 due 12/1 @ 11:59pm
12/5/2019	Wrap Up: Submit final observation log sheet along with any outstanding Field Observations and Reflections.		

Grading

Your final grade for the course will be determined by the number of points **out of 100 total possible points** you receive based on the following assignments and expectations:

Up to 10 points = Teaching Philosophy (individual)

Up to 10 points = Interdisciplinary Unit Plan (individual and group grades will apply)

Up to 20 points = Discipline-Specific Unit Plan (individual and group grades will apply)

Up to 25 points = Discipline-Specific Daily Lesson Plan (individual)

Up to 25 points = Field Observations Reflections (individual)

Up to 10 points = Discussion Board Postings and Class Participation (individual)

You will have opportunities to receive feedback on and revise your work throughout the course. Please adhere to deadlines for draft submissions. This will give you the best chance of receiving timely feedback from your peers and myself!

Homework

When you become a teacher, you will find yourself often wondering, "Why don't my students do their homework?" If you ask your students you will get a variety of answers, including: "I forgot." "I didn't understand how to do it." "I have too many other things going on." As a teacher this can be exacerbating when you have planned your lessons around the students having done the homework and they come to class unable to participate fully in discussions or without the critical assignment in hand to submit. It comes down to relevance and **purpose**. If the homework is relevant to them students will usually do it. If the homework had a clear purpose and connection to the work of the class *and* their success (grade) in the class depends on completing the work, students will usually find a way to do it. I have also found that if the teacher gives timely feedback on the work and clear criteria for successful completion then students will be more likely to do the homework and self-reflect in the process.

The Homework for SCED 3311 will take these general forms:

Type	Purpose	How will I know you did it?
Readings/Videos with note-taking	Processing/making sense of new content and skills to be applied in class discussions and other work	Daily Quiz Evidence of content and skills in talk and written assignments.
Posting on the Discussion Board	Evidence of processing, connection and application of content and skills. Opportunity for others to learn and connect ideas.	Graded posts (see rubric) Evidence of content and skills in talk and written assignments.
Completing a draft/final version of a major assignment or component of the assignment	Evidence of learning through a performance assessment incorporating multiple content and skills.	Graded assignments (see rubrics)
Field Observation and Reflection	Evidence of ability to identify critical elements of Planning, Instruction, Learning Environment. Evidence of reflective thinking.	Graded Observation Protocols and Reflections. (see rubric)

Extra Credit

There will be no extra credit available. If you would like to improve your grade you may re-submit a revised, and therefore improved, assignment for consideration. You must submit the original assignment along with the revised version to receive any additional credit. Revised work will be accepted until one week prior to our last class session.

Late Work

Turn your work in on time. I will not give feedback on drafts that are submitted past the deadline. If you have not submitted any drafts or final assignments by the last day of class you will receive 0 points for the assignment. If you have submitted drafts of an assignment, but do not submit a final assignment, your most recent draft submission will be graded as the final work.

Group Work

Working productively in a group is an essential skill as an educator. You will be expected to learn and plan collaboratively throughout this course just as you will expect your students to do so in your own classroom and how you will be expected to work throughout your career in education. You will be assessed on your collaboration for any group assignments in addition to the learning you demonstrate through your work. Grades for collaboration will be based on both peer- and self-evaluations.

Attendance

Regular class attendance is vital! You must attend class each and every week, as well as participate in discussions online and in class to earn full credit for the semester. Weekly quizzes given during class cannot be made up due to an absence. Please contact me as soon as possible if you are concerned about a class you have missed or may miss in the future. Clear and proactive communication is an essential skill for any educator. Do not wait! After two weeks of inactivity either in class or online you will be dropped from the course.

Standards of Academic Integrity

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to: cheating, plagiarism, collusion [making plans to cheat with another], the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Students with Disabilities Statement

If you have or believe you have a disability; you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 919-747-5148 for general information about the Americans with Disabilities Act (ADA).

Student Conduct and Discipline

All students are expected and required to obey the law and to comply with Regent, Rules, and Regulations (<http://www.utsystem.edu/bor/rules>) with system and University rules, with directives issued by an administrative official in the course of his or her authorized duties and to observe the standards of conduct appropriate for the university.

Equal Opportunity

All students regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. Any problems with or questions related to this can be discussed confidentially with the instructor.

Student Success

You are expected to contact me for help if needed throughout the semester. You can email me for a quick response or use the **Help Board** in Blackboard and I will respond within 48 hours. My email is enash3@utep.edu. Please include your first and last name and the title of the course you are taking with me in the body of your message. If at any time, you have difficulty understanding my expectations or the course material or completing course work for any reason—BE PROACTIVE!!! I am here for you (email, phone, Skype, or in person). I strongly encourage you to reach out to me as soon as possible (do not wait until the day before something is due or the end of the semester) and we will work together to make this class a success for you!