**Title of Course:**
SCED 3311 CRN 34968  
Secondary Curriculum Planning

**Credits:**
3  
Note: 10 hours of Field Observations are required as part of this course. Observations will be completed with assigned mentor teachers in the Ysleta Independent School District

**Semester:**
Summer 2022

**Day/Time:**
100% Online, Monday-Sunday, No live meetings required for this course. *We will meet the first week of the course on June 6, 2022 @ 10:00 am to review course expectations.

**Instructor Information:**
Name: Erica Nash, M.ED  
Office: Zoom link [https://utep-edu.zoom.us/j/88214530997?pwd=aCttT3QybThYcnVvZjBlaU4rVW/2QT09](https://utep-edu.zoom.us/j/88214530997?pwd=aCttT3QybThYcnVvZjBlaU4rVW/2QT09)  
Office hours: M-F, 9:00am-3:00pm by appointment. Please email me at enash3@utep.edu to set up a meeting.

**Course Description:**
This course will focus on instructional design and methods to maximize learning for all K-12 students. 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 directly impact student learning. We will utilize the process of backwards design (Understanding by Design) to emphasize alignment of the Texas Essentials Knowledge and Skills (standards) to planning and instructional decisions, as well as continuous assessment. This course will provide you with opportunities to practice teaching in a safe place as you prepare to take on the roles and responsibilities of a teacher during your student teaching experience and beyond. You will be introduced to and practice many of the expectations for planning, instruction and professionalism aligned to the Miner Assessment Tool, an adapted assessment tool modeled after TTESS (Texas Teacher Evaluation and Support System) which is an instructional rubric designed by Teacher Education Agency (TEA) for educators. This course will also introduce you to content and thinking that will support you in completing the edTPA (which will replace the PPR exam as of 2023).

**Course Format Information:**
This course will be conducted fully online [there are no in-person/campus-based or online class meetings]. This is a fast-paced, intense 8-week course that covers the content typically taught in a 15-week semester. It runs on a Monday to Sunday schedule; course work throughout the week is due at specific days/times. The standard recommendation across the board by American universities is to plan for approximately three hours of study time for every one credit hour taken. Therefore, for this course, you can expect each week to spend 3 hours of class time + 9 hours of study and prep time, which equals approximately 12 hours per week devoted to this course. Please read the syllabus and information in the course site VERY carefully, understand what you need to do and when you need to do it, and then plan course study time in your week accordingly. If at any time you do not understand what to do or when to do it, you should contact Erica Nash (enash3@utep.edu).
**For Technical Assistance:** For technical problems with our online course site or related computer/Internet applications, please contact the UTEP Helpdesk: M - F: 7AM - 8PM, Sat: 9AM - 1PM, Sundays 11-4 PM. On campus phone: 915.747.5257. Off campus: 915.747.4357. If you are on campus, you may also visit the ATLAS lab located within the Undergraduate Learning Center (UGLC building) or the Technology Support Center in Room 300, Library. NOTE: Social distancing rules may apply. Please follow all recommended and required on-campus regulations.

**Student Learning Outcomes:**

<table>
<thead>
<tr>
<th>TEXAS TEACHING STANDARDS [SBEC]</th>
<th>SCED 3311 students will be able to:</th>
<th>Assessment of SBEC Learning Outcomes</th>
</tr>
</thead>
</table>
| **Instructional Planning and Delivery** | Develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes | Unit Plan  
Daily Lesson Plan |
| | Effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement | Standards Breakdown and Concept Mapping  
Unit Plan  
Daily Lesson Plan |
| | Connect students’ prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities | Unit Plan  
Daily Lesson Plan |
| | Plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn | Unit Plan  
Daily Lesson Plan |
| | Use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students | Daily Lesson Plan |
| | Differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education | Daily Lesson Plan  
Data-Driven Daily Lesson Plan/Reflection |
| | 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 | Unit Plan  
Daily Lesson Plan |
| | Set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems | Unit Plan  
Daily Lesson Plan |
| | Provide opportunities for students to engage in individual and collaborative critical thinking and problem solving | Unit Plan  
Daily Lesson Plan |
| | Monitor and assess students’ progress to ensure that their lessons meet students’ needs | Daily Lesson Plan  
Data-Driven Daily Lesson Plan/Reflection |
| **Knowledge of Students and Student Learning** | Connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts | Unit Plan  
Daily Lesson Plan |
| | 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 resource | Daily Lesson Plan  
Data-Driven Daily Lesson Plan/Reflection |
| | Understand the role of language and culture in learning and know how to modify their practice to support | Daily Lesson Plan  
Data-Driven Daily Lesson Plan |
language acquisition so that language is comprehensible and instruction is fully accessible

Understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

| Organize curriculum to facilitate student understanding of the subject matter | Unit Plan  
| Daily Lesson Plan  
| Data-Driven Daily Lesson Plan/Reflection |
| Understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions | Daily Lesson Plan |
| Promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners | Unit Plan  
| Daily Lesson Plan  
| Data-Driven Daily Lesson Plan/Reflection |
| Teach both the key content knowledge and the key skills of the discipline | Standards Breakdown and Concept Mapping  
| Unit Plan  
| Daily Lesson Plan  
| Data-Driven Daily Lesson Plan/Reflection |

Data Driven Practices

| 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 | Data-Driven Daily Lesson Plan/Reflection |
| Analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning | Data-Driven Daily Lesson Plan/Reflection |
| Design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes | Data-Driven Daily Lesson Plan/Reflection |

Professional Practices and Responsibilities

| 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) | Field Observations |
| Communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff | Always…in and outside of class, during Field Observations and in all electronic communications to include email, text, and discussion boards. |

There may be weekly embedded quizzes, activities and assignments in addition to the major performance tasks listed above to support the acquisition, application and assessment of essential content and skills throughout the course. It is imperative that you maintain an active presence in Blackboard each week so that you are aware of and are able to complete all necessary course requirements.
Required Text & Readings

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
Houston Independent School District Scope and Sequence https://www.houstonisd.org/Page/69564
T-TESS https://www.teachfortexas.org/Views/Teachers

Recommended Texts

UTEP Learning Resources:
UTEP provides a variety of student services and support, including the resources below:

UTEP Library: You can access to a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.

The University Writing Center (UWC): Virtually everyone needs help with writing academic English. The UWC [Library Building, Rm.227; phone: 915.747.5112] provides online consultations to all UTEP students at no cost. They also have walk-in services, if you are local. It is a terrific resource! If I suggest you attend the Writing Center, it’s because I think you will benefit from it. It’s not a punishment – it’s intended to help you. Check the website for more information: http://uwc.utep.edu

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, 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 915-747-5148 for general information about the Americans with Disabilities Act (ADA).
COVID-19 Precautions: You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at www.screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

This course is 100% online and will not meet on campus, but if you do go to campus be advised that UTEP will no longer require people to use the screening tool at screening.utep.edu before coming to campus. New positive COVID-19 cases among students, faculty and staff can be reported to covidaction@utep.edu. Please, if you haven't been vaccinated yet and you are able to be vaccinated, go ahead and get vaccinated.

Guide to Online Etiquette: As a member of the learning community of this class, the following is a list of specific expectations (Note that this list is not exhaustive and that it may be added to as needed throughout the semester):

You are expected to actively engage in the learning community of this class.
This includes: completing the coursework tasks as outlined in each week’s session, actively contributing to discussions, seeking guidance if you have questions (note that if you have a question, it is likely that everyone will benefit if you ask your question) and exhibiting professional courtesy during interactions with classmates/ your instructor. Class participation includes, but is not limited to: engaging in in-class activities and writing, volunteering input in class discussions, answering questions, defending personal viewpoints, and presenting completed assignments to your classmates.

You are expected to exhibit appropriate behavior for a higher learning environment.
On the weeks when we will not meet face-to-face, logging on to our online course site is the equivalent of walking on to the UTEP campus. Therefore, the rules of conduct that apply on campus also apply in our course site. Our course site is a place to engage in social learning; it is meant to be a safe space for all. Our ideas and beliefs shape who we are, and will differ from our peers; sharing these within class allows us to learn different perspectives and points of view, but this can only happen successfully if everyone in our learning community is respectful of individual ideas. You are encouraged to participate in all activities to the fullest extent possible, with an open mind to new experiences. In particular, the following are general guidelines for online interactions:

- All the information discussed between peers and/or with your instructor should be kept confidential, thus providing a safe atmosphere for creative expression, free of judgment.
- You are encouraged to participate to the depth that you feel comfortable sharing with the class (Note: An electronic record will remain, so be thoughtful in how much personal information you share. The general rule is: share only that which you would be comfortable seeing printed in a newspaper/ public Internet page.).
- Do not use inappropriate language, all capital letters, or language shortcuts (i.e. texting shorthand). Online entries should reflect academic writing standards, with edited spelling, grammar, and punctuation.
- When reacting to someone else's message, whether in agreement or disagreement, please address the ideas, not the person. (Note: Harassing, flaming and/or inappropriate postings will not be tolerated.)
- Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!
• Please refrain from posting yes/no or I agree/disagree answers (this will NOT earn you participation points). The point of our online interactions is to create a rich and meaningful sharing of ideas; therefore, posts should: justify positions, provide specific examples, and demonstrate that you have read the required readings and your classmates' comments carefully and thoughtfully.

Sample of a good response to a peer:

“I agree, engagement goes a long way for the student's understanding. As you mention, it is all about the teacher's way of manipulating the lesson to feed each student's way of learning. The relationship with the students is considered at all times when designing lesson plans. In regard to your first question, I think that the teacher brings the spark of engagement. The lesson topic itself might not be as engaging or easily relevant to students, but making it flow well, having clear expectations and having students move around the classroom can provide that engaging element. On the second question, I feel like that shouldn't be a problem, you can make changes during the lesson to gain that engagement back if you see students are not as motivated or excited.”

You are expected to exhibit high-level time management skills and turn your work in ON TIME. Although there is no mandatory time that you must be online, the research shows that those with the best success in hybrid/online courses create a set schedule for coursework and stick to it (whether you do your work at 3am or 10am on whatever day does not matter, what matters is just that you allow a sufficient, set time each week of the semester to focus on coursework). Timely completion of all coursework is essential for this class to run smoothly (i.e. your classmates rely on you to do your readings early in the week and contribute to the discussion on time in order for them to be able to post feedback later in the week). Therefore, late work will NOT be accepted without explanation or approval. All online assignments are due by the due date and time listed in the task directions (see each weekly session in our course site for specific details). Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times, and then schedule the time you devote to this class accordingly.

Missing two weeks or more of online discussions or assignments will result in your being dropped from the course. I will email you prior to dropping you from the course. If I do not receive a response within 2 days I will assume you are not interested in continuing in the course and will submit a course drop at that time.

Note: Exceptions may be made in the case of extreme emergency with supporting documentation. If you anticipate your assignment will be late due to unusual circumstances, please contact me and explain your situation prior to the due date of the assignment.

If BlackBoard is down and you cannot get into our course site to post work by the required due date: ALL coursework should be posted on our online course site. If you find that you are unable to log into Blackboard to access our course site at the time that you are trying to post your work by the due date, you must email me (through regular email enash3@utep.edu) IMMEDIATELY WITH AN ATTACHMENT OF YOUR WORK. Include your name and course name and number. (Ex: SCED 3311, Jorge Perez) When you do this, I will know that you have completed the work in a timely manner and it will be accepted, even though it was not posted in our course site as is generally required. I will then check with the Technology staff at UTEP to determine when Blackboard was out. If you email me indicating that you did not post your coursework because Blackboard is down, but you do not send me your work as an attachment in the message, you will not receive credit for your work.
Your work is expected to be your own. Everything you turn in for this course must be your own work. Any student caught engaging in instances of cheating, plagiarism or any other form of academic misconduct will be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from UTEP for such actions. It’s serious. Don’t do it.

You are expected to contact me for help if needed throughout the semester. I am available to meet on Zoom https://utep-edu.zoom.us/j/88214530997?pwd=aCttT3QybThYcnVwZjBlaU4rVWI2OT09 M-F, 9:00am-3:00pm by appointment. Please email me to set up a meeting or for a quick response. My email is enash3@utep.edu. Please include your first and last name and the title and CRN of the course you are taking with me in the subject of your message. (Ex: SCED 3311, Jorge Perez) You can expect a response from me within 24-48 hours (usually sooner) for any email communication you send. I do not check the messages in Blackboard and will not respond to them, so please use my utep email address only.

If at any time, you have difficulty understanding my expectations, the course material or completing course work for any reason—BE PROACTIVE!!! I am here for you (email, phone, office hours, Zoom). 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!

Evaluation & Coursework Requirements of Students

<table>
<thead>
<tr>
<th>Coursework Requirements</th>
<th>How Grades are Determined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Philosophy and Reflection (individual)</td>
<td>Grade</td>
</tr>
<tr>
<td>Standards Breakdown (individual)</td>
<td>Earned Points</td>
</tr>
<tr>
<td>Unit Plan (group)</td>
<td>A       90-100</td>
</tr>
<tr>
<td>Daily Lesson Plan (individual)</td>
<td>B       80-89</td>
</tr>
<tr>
<td>Data-Driven Lesson Plan Reflection (individual)</td>
<td>C       70-79</td>
</tr>
<tr>
<td>Field Observation Reflection and Log</td>
<td>D       60-69</td>
</tr>
<tr>
<td>*Weekly Work (individual)</td>
<td>F       Below 60</td>
</tr>
<tr>
<td>Total</td>
<td>Note: 2 weeks of inactivity online or 2 missed assignments constitutes an automatic failing grade for the course.</td>
</tr>
</tbody>
</table>

*Weekly Work includes: Embedded quizzes, discussion posts, non-signatures assignments, weekly journal entry

Grading:

Individual grading rubrics are found in the assignments on Blackboard, which are located in our online course site. Rubrics are a way I provide feedback to students along with additional comments I make on assignments. PLEASE read and respond to the feedback I provide when appropriate! If you are asked to make revisions…do it. If you have questions or need clarification about the feedback…please ask.

Because your grades should reflect where you are in your understanding and skill related to learning, grades given on drafts of any assignment submitted will be dropped at the end of the semester and will not be reflected in your final grade for the course. It is in your best interest to submit drafts so that you are able to receive feedback from myself and your peers to improve your work and make sure you are
on track to be successful. Many low grades on major assignments are due to not submitting drafts and turning in a final assignment that does not reflect your learning from the course. Grades given on drafts (and all assignments) should serve as a communication between you and I about where you are in your learning based on the expectations as dictated by the rubric (which should come from the learning standards for your course). Final grades should only reflect your final understanding and skills, not the practicing and learning that happened along the way. I hope this is something you consider when determining your own grading policies!

This course runs on a weekly schedule, Monday through Sunday. Detailed instructions for all of the coursework tasks to be completed each week of the semester are arranged by Weekly Session (i.e. each class session covers one week of the semester). The class sessions for each week are labeled by week number and start date in the main left-hand navigation in our course site. In each of the weekly class sessions, you will find: the topic(s) and objectives for the week, the required reading (from the textbook and via embedded links to download/access articles/videos), a summary of what tasks are due (and when) that week and detailed directions and related links for completing and posting your coursework that is due for that class session (i.e. during that week).

**All weekly tasks MUST be submitted by the given deadline; course work is ALWAYS due by 11:59pm on the day indicated in the task directions unless otherwise stated.**

**Collaboration:**

You will be expected to collaborate on a number of tasks and signature assignments as part of this course. You will be expected to teach your own students the critical skill of effective collaboration and so use this as an opportunity to begin developing your own ideas about how to teach and engage in effective collaboration! It is critical that you exchange contact information, best times to be reached, make a plan for meeting regularly and stay in communication with your group members throughout the assigned task. Your group members do not have time, especially in an 8-week intensive course, to wait until the last minute for you to contribute your portion of the work. If you are having difficulties working with anyone in your group please email me as soon as possible so that I might mediate the situation. If you are found to be a negligent group member your grade for the final work submitted will be negatively impacted according to the severity of the negligence or unwillingness to collaborate effectively. I strongly suggest you keep accurate records of any communications or work sessions you and your group members have over the course of the semester in the case that collaboration and individual contributions need to be verified for any reason. I want to stress again…you will need to learn to manage collaboration in your own classrooms so start now, if you have not already, to understand how to best collaborate yourself and reflect on what works and does not work when working in groups. Whether it is your preferred method of working, your students are depending on you to teach them how to collaborate effectively to prepare them for the real-world.

**Signature Assignments for SCED 3311**

**Teaching Philosophy & Reflection** (10%)
You will develop and refine your “why” as an educator throughout this course. In your statement of purpose you will explain why you want to be a teacher in your discipline. Your teaching philosophy should be written as if you are responding to a potential employer or submitting a statement of purpose for an application. You will also
be asked to complete a reflection at the end of the course in which you compare your teaching philosophy to your daily lesson plan created for this course. 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?

**Standards Breakdown (10%)**

Individual students will break down content with an associated process skill standard. The standards breakdown template (sample) will focus on the noun(s) and verb(s) and ask students to explain the alignment, evidence of learning, relevance to students and enduring understanding(s) of the standards. Students will also be asked to develop a list of 5 or more questions that may be asked as part of class discussions, assignments, and informal and formal assessments to support students in the acquisition and application of the knowledge and skills of those standards. This skill of breaking down a standard will be an essential component of all signature assignments throughout the course. *It is the expectation that students are bringing to this course a strong foundation in the content and skills of their discipline.*

**Unit Plan (group) (15%)**

Students within the same content area will work as a PLC (Professional Learning Community) to develop a Unit Plan using the Understanding by Design unit planning template. Groups will choose a unit from the middle and high school HISD Scope and Sequence documents online. PLC members will develop at least one performance task that will show transfer of the standards in the unit. In many cases, more than one performance task will need to be developed for the unit to allow students to demonstrate mastery of all of the standards in that unit of study. The unit plan will ask students to use the Understanding by Design template, which will include a well-developed and logically sequenced series of potential daily lesson topics and activities. The unit plan will also ask students to develop Essential Questions and describe the enduring understandings for the unit.

**Daily Lesson Plan and Teaching (20%) (EdTPA Task 1 and 2, MAT 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5)**

Individual students will create and submit a daily lesson plan based on a lesson within the unit plan developed as a PLC. A lesson planning template will be required for this daily lesson plan and will ask students to address the learning objectives, planning to support varied student learning needs, knowledge of students, materials, resources, instructional strategies, procedures, academic language, and assessment of the 45 minute lesson. **Alignment** of the standards to the learning objective, procedures, and assessment will be the primary focus for this assignment. You will be asked to teach a portion/all of your lesson and provide feedback to peers which will account for 5% of your total grade on this signature assignment. *It is the expectation that students are bringing to this planning a strong foundation in the content and skills of their discipline.*

**Data-Driven Lesson Planning and Reflection (10%) (EdTPA Task 3, MAT 1.1, 1.2, 1.3, 2.2, 2.4)**

Students will develop a formal pre-assessment of the knowledge and/or skill(s) required in their daily lesson plans, including a scoring rubric. The assessment will be administered to classmates (or actual students in the field) and the resulting data will be collected and analyzed. Students will then revise their daily lesson plan to better/best meet the needs of students based on the student data collected in the form of a reflective essay.

**Field Based Experience and Reflection (10%)**

Students will complete a minimum of 10 hours of field observations during this course. At least 5 hours of observations must be conducted in classrooms in your intended area of certification. Observations and the subsequent reflection are expected to inform your teaching philosophy and support you in making connections between theory and practice when planning curriculum to maximize student learning. See [Field Based Experience Expectations](#).
Course Requirements:
- You will submit a Field Based Experience Reflection based on your observations on or before the last day of class in Blackboard.
  o Please refer to Blackboard for specific details about the completion of this reflection. In the reflection you will be asked to reflect on the following topics based on your 10 hours of field observations.
    - Learning Environment (MAT 3.1, 3.2, 3.3)
    - Differentiation (MAT 1.2, 1.3, 1.4, 2.4)
    - Collaboration (MAT 1.4, 2.3, 2.4, 3.1, 3.3)
    - Use of Questioning (MAT 1.4, 2.3, 2.4, 2.5)
    - Assessment (MAT 1.1, 1.2, 2.1, 2.4, 2.5)

- You will need to complete and submit a signed Field Based Experience Log to receive credit for completing your field observations for this course.

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 and during class. Please stay on top of your email and check Blackboard regularly so that you do not miss important updates! Details about assignments and readings are in the weekly coursework module task descriptions.

<table>
<thead>
<tr>
<th>Week Dates</th>
<th>Topics</th>
<th>Assignments and Due Dates</th>
</tr>
</thead>
</table>
| 1 6/6-6/12 | Building Knowledge of Students  
Backwards Design  
Stages 1,2,3 overview | Survey and Introduction Post  
Topic Critical Reading/Reflection Post  
UbD: Chapter 1-2 Read/Quiz | Due: 6/12 @ 11:59 pm  
Due: 6/12 @ 11:59 pm  
Due: 6/12 @ 11:59 pm |
| 2 6/13-6/19 | UbD Stage 1:  
Breaking Down Standards and DOK verbs  
Crafting Understandings  
Essential Questions  
UbD Stage 2: Performance Task | Teaching Philosophy  
UbD: Chapters 3,5-7 Read/Quiz  
Standards Breakdown  
Journal Entry #1 | Due: 6/19 @ 11:59 pm  
Due: 6/19 @ 11:59 pm  
Due: 6/19 @ 11:59 pm  
Due: 6/19 @ 11:59 pm |
| 3 6/20-6/26 | Unit Planning  
Alignment  
Evidence of Learning | UbD: Chapter 4,11 Read/Quiz  
Unit Plan Evaluation/Reflection Post  
Unit Concept Map  
Draft of Unit Plan (group) | Due: 6/26 @ 11:59 pm  
Due: 6/26 @ 11:59 pm  
Due: 6/26 @ 11:59 pm  
Due: 6/26 @ 11:59 pm |
| 4 6/27-7/3 | Feedback  
Daily Lesson Plan Preview | Topic Critical Reading/Reflection Post  
Unit Plan Post/Peer Feedback  
Final Unit Plan (group submission)  
Journal Entry #2 | Due: 6/31 @ 11:59 pm  
Due: 6/31 @ 11:59 pm  
Due: 7/3 @ 11:59 pm  
Due: 7/3 @ 11:59 pm |
| 5 7/4-7/10 | UbD Stage 3:  
Daily Lesson Planning  
Alignment and Learning Objectives  
Checks for Understanding  
Student Engagement Strategies | UbD Chapters 9-10 Reading/Quiz  
Topic Critical Reading/Reflection Post  
Checks for Understanding Post  
Daily Lesson Plan (Draft #1) | Due: 7/10 @ 11:59 pm  
Due: 7/10 @ 11:59 pm  
Due: 7/10 @ 11:59 pm  
Due: 7/10 @ 11:59 pm |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Subtopics</th>
<th>Due Dates</th>
</tr>
</thead>
</table>
| 6 7/11-7/17 | Managing Collaboration | Lesson Opening & Closing Strategies | Daily Lesson Plan Peer Feedback Post **Due: 7/15 @ 11:59 pm**  
Topic Critical Reading/Reflection Post **Due: 7/17 @ 11:59 pm**  
Daily Lesson Plan (Draft #2) **Due: 7/17 @ 11:59 pm**  
Journal Entry #3 **Due: 7/17 @ 11:59 pm**  
**Teaching:** Lesson Opening/Reflection **Due: 7/17 @ 11:59 pm** |
| 7 7/18-7/24 | Data-Driven Instruction and PLCs | Differentiation | UbD Chapter 8 Reading/Quiz **Due: 7/24 @ 11:59 pm**  
Topic Critical Reading/Reflection Post **Due: 7/24 @ 11:59 pm**  
Daily Lesson Plan Assessment/Rubric **Due: 7/24 @ 11:59 pm**  
**Daily Lesson Plan (Final)** **Due: 7/24 @ 11:59 pm** |
| 8 7/25-7/31 | Data-Driven Intervention/Enrichment | Reflective Practitioner | Data-Driven Lesson Plan Reflection **Due: 7/31 @ 11:59 pm**  
**Teaching Philosophy Reflection** **Due: 7/31 @ 11:59 pm**  
Journal Entry #4 **Due: 7/31 @ 11:59 pm**  
Submit Field Observation Reflection **Due: 7/31 @ 11:59 pm**  
Submit Field Observation Log **Due: 7/31 @ 11:59 pm** |

Note: There is no final for this course.