



THE UNIVERSITY OF TEXAS AT EL PASO
College of Education- Department of Teacher Education

Title of Course: TED 5310 CRN 19150 Instructional Design/Methods Semester: Fall 2022	Course Credits: 3 Course Level: Graduate <u>Note:</u> This course requires 15 hours of Field Observations in your assigned campus.
Day/Time: This course is hybrid, which means that online course activity replaces at least 50% percent (though this may vary) of required face to face meetings. This semester is composed of 16 weeks and we will have some Monday night classes on Zoom and some will be face to face in the Education Building at UTEP, room 302 . Meeting times are scheduled from 5:30-8:20 whether they are on Zoom or in person. Here is our course Zoom link: https://utep-edu.zoom.us/j/3909549239 . Refer to the Course Schedule below for details.	Instructor Information: Name: Heather Click-Cuellar, Ph.D. Office: Education Room 210-B and Zoom Office hours: Email for a Zoom/phone appointment hclick@utep.edu

Course Description

This course will provide the foundations of curriculum planning and delivery within the context of PK-12 schooling. The course will include concepts and practices that are critical to effective classroom teaching, including but not limited to: unit planning, lesson planning, and standard-based instruction focused on student learning and assessment. The process of backward design (Understanding by Design) will be utilized to emphasize alignment of the Texas Essential Knowledge and Skills to instructional decisions and continual assessment of student learning. The course is meant to provide research-based approaches and hands-on practice for aspiring teachers seeking certification. Curriculum planning will be approached as a continuous triangulation of: Learning Outcomes, How Students Learn, and Knowledge of Students.

Course Format Information

This course is hybrid, meaning that 50-85% of the planned instruction occurs when the students and instructor are not in the same place (utilizes an Online Instructional Method). We will alternate between meeting face to face (Education Building 302) and online via Zoom on Mondays from 5:30-8:20. Refer to the Calendar below for details.

The standard recommendation across 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 BlackBoard 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 Heather Click-Cuellar (hclick@utep.edu).

Some course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

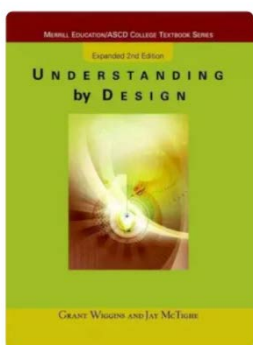
For Technical Assistance

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.

Required Text & Readings

McTighe, Jay, & Wiggins, Grant. (2005). *Understanding by design*. Expanded 2nd Edition. ASCD Paperback. ISBN-13: 978-1416600350 ASCD product#103055



Required articles and other resources will be posted in BlackBoard, shared on Zoom, or emailed

Additional Required Readings/Resources

[Miner Assessment Tool](#)

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

Texas Teacher Evaluation and Support (T-TESS) <https://www.teachfortexas.org/Views/Teachers>

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

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

Student Learning Outcomes

TEXAS TEACHING STANDARDS [SBEC] TED5310 students will be able to:	Assessment of SBEC Learning Outcomes
Instructional Planning and Delivery	
Develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes	Content-Specific Unit Plan Daily Lesson Plan
Effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement	Unpacking Standards and Concept Mapping Content-Specific Unit Plan Daily Lesson Plan
Connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities	Content-Specific Unit Plan Daily Lesson Plan
Plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn	Content-Specific 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	Content-Specific 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	Content-Specific Unit Plan Daily Lesson Plan
Provide opportunities for students to engage in individual and collaborative critical thinking and problem solving	Content-Specific 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	Content-Specific 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 language acquisition so that language is comprehensible and instruction is fully accessible	Daily Lesson Plan Data-Driven Daily Lesson Plan
Understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.	Content-Specific Unit Plan Daily Lesson Plan Data-Driven Daily Lesson Plan/Reflection
Content Knowledge and Expertise	
Organize curriculum to facilitate student understanding of the subject matter	Content-Specific 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	Content-Specific Unit Plan Daily Lesson Plan Data-Driven Daily Lesson Plan/Reflection
Teach both the key content knowledge and the key skills of the discipline	Unpacking Standards and Concept Mapping Content-Specific 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	Demonstrated in ALL interactions and correspondence through course...in and outside of class (during Field Observations and in all electronic communications to include email, text, and discussion boards).

There will 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. This coursework **may or may not be** included in the general syllabus. It is imperative that you maintain an active presence with attendance in face to face class meetings/Zoom virtual meetings each week so that you are aware of and are able to complete all necessary course requirements.

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. There is no shame in it. The UWC [Library Building, Rm. 227: (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 is because I think you will benefit from it. It is 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).

Guide to Online Etiquette

As a member of the learning community of this hybrid 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 instructor and/or classmates.

- **You are expected to exhibit appropriate behavior for a higher learning environment.**
On the days that we do not meet face-to-face, logging in 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 Zoom 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 fully participate in all activities 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 short cuts (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 and responses should: justify positions, provide specific examples, and demonstrate that you have read the required readings and your classmates' comments carefully and thoughtfully.

- **You are expected to exhibit high-level time management skills and turn your work in ON TIME.**
Timely completion of all coursework is essential for this class to run smoothly. Therefore, late work will NOT be accepted for full credit. All online assignments are due by the due date and time listed in the task directions (see each weekly session in our BlackBoard 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.

Attendance Policy

Absences for any reason are discouraged. If extenuating circumstances make it necessary for you to miss a class,

arrive late, or leave early, please let the instructor know ahead of time; excessive absences (missing more than 2 face-to-face or Zoom class meetings) and/or missing 3 assignments could result in your being dropped from the course.

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. Without prior notice, late assignments will NOT receive any credit. I will not accept ANY late coursework after one week from the originally scheduled due date during the semester or after the last scheduled coursework due date at the end of the semester.

If BlackBoard is down and you cannot get into our course site to post work by the required due date:

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 e-mail hclick@utep.edu) IMMEDIATELY WITH AN ATTACHMENT OF YOUR WORK. When you do this, I will know that you have completed the work in a timely manner and it will be accepted. 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 full credit for your work.

- **You are expected to contact me for help if needed throughout the semester.**

I am available for office hours via Zoom if you need to meet with me. You can email me for a quick response or to set up a Zoom meeting. My email is hclick@utep.edu. Please include your first and last name in the subject of your message. You can expect a response from me with 24-48 hours for any email communication you send.

If you are unclear of expectations for the course material or completing course work for any reason—BE PROACTIVE! I am here for you (email, 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

<u>Coursework Assignments</u>		<u>Grading:</u>	
Unpacking Standards & Leveled Questions	5 points	A	40-50 points
Unit Plan	5 points	B	30-39 points
Daily Lesson Plan	10 points	C	25-29 points
Pre-Assessment/Student Achievement Chart	5 points	D	20-24 points
Field Observation Reflections and Log	10 points	F	Below 20 points
Weekly Work*	15 points		

Total	50 points		
*Weekly Work includes: embedded quizzes, discussion posts, other assignments		<u>Note:</u> <u>2 weeks of inactivity</u> or <u>3 missed assignments</u> and failure to communicate with instructor will constitute automatic drop from the course.	

Collaboration

School districts expect teachers to collaborate regularly throughout the school year for planning, data analysis, brainstorming targeted strategies to best serve students, special events/conferences, etc. Similarly, our class will be a community of learners and each member is expected to collaborate on tasks and signature assignments. It is

critical that you exchange contact information, best times to be reached, plan for meeting regularly, and stay in communication with your group members throughout the assigned task. Be considerate of your group members by ensuring you contribute your portion of the work in a timely manner. Difficulties working within groups should be reported to 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 final work submitted may be negatively impacted.

Signature Assignments for TED 5310

Unpacking Standards and Leveled Questions 5 points

Students will *unpack* a content and a process skill standard ([TEKS](#)- Texas Essential Knowledge and Skills). This standard unpacking will focus on embedded noun(s) and verb(s). Students will also explain the evidence of learning, possible misconceptions, instructional implications, relevance to students, and enduring understanding(s) of each standard. Additionally, students will develop a list of at least 5 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 the standard. Unpacking standards will be an essential component of all signature assignments throughout this course. *It is the expectation that students are bringing to this course a strong foundation in the content and skills of their discipline.* *Additional resource: [lead4ward](#).

Unit Plan 5 points

Mirroring a common practice in public schools, you will utilize resources provided to PLCs (Professional Learning Community) to develop a Unit Plan using the [Understanding by Design unit planning template](#). You will choose a unit from the elementary, middle, or high school documents available online. You 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 is needed to allow students to demonstrate mastery of all standards in a unit of study. The unit plan will require a well-developed and logically sequenced series of potential daily lesson topics and activities. The unit plan will also include developed Essential Questions and a description of the enduring understandings for the unit. Your subsequent activities will rely upon the development of this unit plan.

Daily Lesson Plan with Webb's Depth of Knowledge 10 points ([Miner Assessment Tool](#) 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5)

Students will create and submit a daily lesson plan utilizing portions of a Residency-aligned lesson planning template. This template will be required for your daily lesson plan and will require students to address the learning objectives, lesson procedures (opening, activity, and closure), instructional strategies, planning to support varied student learning needs, knowledge of students, materials, resources, academic language, and assessment of the 45 minute lesson. Pre-planned questions will need to represent a range of levels from Webb's Depth of Knowledge. **Alignment** of the standards to the learning objective, procedures, and assessment will be the primary focus for this assignment. *It is the expectation that students are bringing to this planning a strong foundation in the content and skills of their discipline.*

Pre-Assessment/Student Achievement Chart 5 points ([Miner Assessment Tool](#) 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. The Student Achievement Chart (SAC) component of the lesson plan template will be used for this component. Students will then compose a reflective essay describing how to revise their daily lesson plan to better/best meet the needs of students based on the student data collected.

Field Observations Logs and Reflections 10 points

Students will complete a minimum of 15 hours of field observations during this course. Observations and subsequent reflections are expected to inform your teaching philosophy and support you in making connections between theory and practice when planning curriculum to maximize student learning.


You will post three Field Observation Report/Reflections via Google Forms. These forms and details will be posted in BlackBoard. In the reflection you will be asked to reflect on the following topics based on your 15 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 an **observation log** to receive credit for completing your field observations for this course. Please email your completed log (with at least 15 hours) to me at hclick@utep.edu as soon as it is complete. *Remember that your 15 hours for this class must be separate from the 15 hours you accumulate for your RED course.

Course Schedule

This schedule 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 or during class. Please check your UTEP email daily 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.

Week/Dates	Topics	Assignments and Due Dates *Refer to BlackBoard each week for assignment details
Week 1 8/22-8/28 In person EDUC 302 8/22	<i>Building Knowledge of Students</i> <i>Critical Perspectives of Deeper Learning</i>	Gaining Knowledge of Students Forum Post Due: 8/28 @ 11:59 pm Reflective essay on deeper learning Due: 8/28 @ 11:59 pm Field Based Observation survey (in class) Reading before next class: Miner Assessment Tool
Week 2 8/29-9/4 Zoom 8/29	<i>UbD: Stage 1</i> <i>Identify Desired Results; DOK</i>	<i>UbD</i> : Chapter 1-2 Reading/Quiz Due: 9/4 @ 11:59 pm Miner Assessment Tool Task Due: 9/4 @ 11:59 pm Intro to DOK (Depth of Knowledge)/ article & task Due: 9/4 @ 11:59 pm
Week 3 9/5-9/11 No class meeting- UTEP closed for holiday	<i>UbD: Stage 1</i> <i>Unpacking Standards</i>	<i>UbD</i> : Chapter 3 Reading/Quiz Due: 9/11 @ 11:59 pm Unpacking Standards (Part 1) Due: 9/11 @ 11:59 pm 
Week 4 9/12-9/18 In person EDUC 302 9/12	<i>UbD: Stage 1</i> <i>Big Ideas,</i> <i>Addressing</i> <i>Misconceptions,</i> <i>Student Understanding,</i> <i>Essential Questions,</i> <i>Crafting Understandings</i>	<i>UbD</i> : Chapters 4-6 Reading/Quiz Due: 9/18 @ 11:59 pm Unpacking Standards (Part 2) Due: 9/18 @ 11:59 pm Field based experiences begin in CISD and EPISD. *Field based observation forms are due throughout the semester (3 in total), plus your observation log once complete.

Week 5 9/19-9/25 Zoom 9/19	<i>UbD: Stage 2 Performance Tasks Evidence of Learning</i>	<u>UbD</u> : Chapter 7 Reading/Quiz Unpacking Standards (Part 3) *Field based observation forms are due throughout the semester (3 in total), plus your observation log once complete.	Due: 9/25 @ 11:59 pm Due: 9/25 @ 11:59 pm
Week 6 9/26-10/2 Zoom 9/26	<i>Unit Planning Alignment The Design Process</i>	<u>UbD</u> : Chapter 11 Reading/Quiz Draft of Unit Plan *Field based observation forms are due throughout the semester (3 in total), plus your observation log once complete.	Due: 10/2 @ 11:59 pm Due: 10/2 @ 11:59 pm
Week 7 10/3-10/9 In person EDUC 302 10/3	<i>Unit Planning The Design Process Feedback</i>	Unit Plan Feedback Daily Lesson Plan Preview	Due: 10/9 @ 11:59 pm
Week 8 10/10-10/16 No class meeting	<i>UbD Stage 3 Data driven instruction</i>	<u>UbD</u> : Chapters 9-10 Reading/Quiz Final Unit Plan	Due: 10/16 @ 11:59 pm Due: 10/16 @ 11:59 pm
Week 9 10/17-10/23 In person EDUC 302 10/17	<i>UbD Stage 3 Daily Lesson Planning Student Engagement Strategies Subpops/ Considerations for planning</i>	Daily Lesson Plan Assessment and Rubric (SAC) *Field based observation forms are due throughout the semester (3 in total), plus your observation log once complete.	
Week 10 10/24-10/30 Zoom 10/24	<i>Alignment and Learning Objectives Checks for Understanding</i>	Checks for Understanding Post Draft of Daily Lesson Plan *Field based observation forms are due throughout the semester (3 in total), plus your observation log once complete.	Due: 10/30 @ 11:59 pm Due: 10/30 @ 11:59 pm
Week 11 10/31-11/6 Zoom 10/31	<i>Managing Collaboration Subpops/ Considerations for planning</i>	Peer Daily Lesson Plan Feedback Plan for Microteaching: Lesson Opening *Field based observation forms are due throughout the semester (3 in total), plus your observation log once complete.	Due: 11/6 @ 11:59 pm
Week 12 11/7-11/13 In person EDUC 302 11/7	<i>Review: Lesson Opening & Closing Strategies Planning to Instruction</i>	Draft #2 Daily Lesson Plan <i>Microteaching</i> : Lesson Opening (In class) *Field based observation forms are due throughout the semester (3 in total), plus your observation log once complete.	Due: 11/13 @ 11:59 pm
Week 13 11/14-11/20 Zoom 11/14	<i>Planning to Instruction</i>	Final Daily Lesson Plan *Field based observation forms are due throughout the semester (3 in total), plus your observation log once complete.	Due: 11/20 @ 11:59 pm
Week 14 11/21-11/27 In person EDUC 302 11/21	<i>Data-Driven Instruction</i> 	<u>UbD</u> : Chapter 8 Reading/Quiz Assessment Data Analysis/Post *Field based observation forms are due throughout the semester (3 in total), plus your observation log once complete.	Due: 11/27 @ 11:59 pm Due: 11/27 @ 11:59 pm

Week 15 11/28-12/4		Last day to submit observation logs & reflection forms 12/4 @ 11:59 pm Note: There is no final for this course
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****Syllabus is subject to change.****