



School of Education and Exercise & Sports Science

Virtual Campus – Spring 2009
Feb 23, 2009 – May 16, 2009

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

Tentative Syllabus – Some elements are still under construction and subject to change as development is completed.

COURSE NUMBER AND TITLE: CTED 4308 Implementing Instruction and Assessment

TERM AND DATES: Spring 2009 (Feb 23 to May 16, 2009)

INSTRUCTOR'S NAME: Barbara Allen Carr, Ed.D.

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OFFICE HOURS: MWF 10-12 AM; TR 11-12 AM

CATALOG COURSE DESCRIPTION: Providing instruction and assessments that consider developmental characteristics and needs and learning processes. Students develop the skills to apply techniques and procedures for effective, coherent, and engaging instruction and assessment.

PREREQUISITES: None

REQUIRED RESOURCE MATERIALS:

- Texts – Emmer, E., & Evertson, C. (2009). *Classroom management for middle and high school teachers* (8th ed.) Upper Saddle River, NJ: Pearson. [ISBN-13-978-0-205-62717-2] ~AND~ Marzano, R., Pickering, D., & Pollock, J. (2005). *Classroom instruction that works: Research based strategies for increasing student achievement*. Upper Saddle River, NJ: Pearson. [ISBN 0-13-119503-4]
- Access to WBU Learning Resources www.wbu.edu/lrc

COURSE OUTLINE: *This course is designed to assist the instructor in creating a classroom environment that promotes equity, excellence, and learning. Research-based strategies for increasing student achievement will be introduced. Theoretical concepts are complemented with practical applications in a variety of student developed products. Specific areas of study include:*

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|---|--|
| I. Creating an environment of Rapport and Respect | V. Organizing Physical Space |
| II. Establishing a Culture for Learning | VI. Creating a Safety Plan |
| III. Managing Classroom Procedures | VII. 9 Strategies That Improve Achievement |
| IV. Managing Student Behavior | VIII. Introduction to the Preparation Manual (170 PPR) |

COURSE REQUIREMENTS: Professionalism is a key component to being an effective educator, and this semester is an opportunity to demonstrate professionalism. Professionalism will be expected at all times, but most especially with interactions online. Because the university classroom is a place designed for the free exchange of ideas, we will frequently encounter the opinions of others which may seem novel and, occasionally, outlandish. We must show respect for one another in all circumstances. I will show respect for you by not belittling or ignoring you. You will show respect for me by giving attention to assignments. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in my classes. This

component will be evaluated based upon the Teacher Education Code of Conduct, my perspective, and your actions. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Wayland School of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both oral presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, and discussions will be taken into consideration as will correct and appropriate format and construction. All assignments are due as noted on the course calendar. All assigned work must be word processed. Assignments not completed on time will reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 7 calendar days; late work for discussion board entries will not be accepted.

1. The student will **read** all assigned materials, participate in class activities, and **complete assignments** at the appropriate time; due dates are important.
2. Weekly online **discussion board interactions** will allow **dialogue** among class members and provide opportunities for discussion among those persons who may exhibit a different perspective from your own. You are required to consider these perspectives and respond in an appropriate professional manner. There will be no tolerance for inappropriate responses including, but not limited to, vulgar or inappropriate language, name-calling, or demonstrations of anger. Students will **post** an answer to the question or statement and **respond** to two (2) others. **Posting and responses must be completed at the appointed time to ensure interaction with other students and will not be accepted late.**
3. The student will **complete short assignments** for demonstrating understanding of the primary concepts introduced in the course (such as, **summaries, essays, charts, organizers, or analyses**).
4. The student will **incorporate media and technology** to create a PowerPoint **presentation** related to the course (a list of possible topics will be provided).
5. The student will complete a **midterm** and a **final exam**.

PROFESSIONAL COMPETENCIES FOR CAREER AND TECHNICAL EDUCATION:

Scans Competencies	21st Century Learning Goals
A high performance workplace requires workers who have a solid foundation in basic literacy and computational skills, in the thinking skills necessary to put knowledge to work, and in the personal qualities that make workers dedicated and trustworthy.	<i>The skills, knowledge, and expertise individuals should master to succeed in work and life in the 21st Century.</i>
	4 Elements
5 Competencies	E1 Core Subjects and 21st Century Themes – moving beyond a focus on basic competency to promoting understanding of academic content at much higher levels by weaving in interdisciplinary themes (Global Awareness; Financial, Economic, Business, and Entrepreneurial Literacy; Civic Literacy; Health Literacy)
C1 Resources – know how to allocate time, money, materials, space, and staff	
C2 Interpersonal skills – work on teams, teach others, serve customers, lead, negotiate, work well with people from culturally diverse backgrounds	
C3 Information – acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information	
C4 Systems – understand social, organizational, and technological systems; monitor and correct performance; and design or improve systems	
C5 Technology – select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment	E2 Learning and Innovation Skills – skills that separate those who are prepared for increasingly complex life and work environments and those who are not (Creativity and Innovation Skills; Critical Thinking and Problem Solving Skills; Communication and Collaboration Skills)

3 Foundation Skills	E3 Information, Media and Technology Skills – preparing to live in a technology and media driven environment marked by access to abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale (Information Literacy; Media Literacy; Information, Communications, and Technology Literacy)
F1 Basic Skills – reading, writing, arithmetic and mathematics, speaking and listening	
F2 Thinking Skills – the ability to learn, to reason, to think creatively, to make decisions, and to solve problems	
F3 Personal Qualities – individual responsibility, self-esteem and self-management, sociability, and integrity	E4 Life and Career Skills – skills for navigating the complex life and work environments in the globally competitive information age and developing adequate life and career skills (Flexibility & Adaptability; Initiative & Self-Direction; Social & Cross-Cultural Skills; Productivity & Accountability; Leadership & Responsibility)

Pedagogy and Professional Responsibilities (8-12) Standards for Trade and Industrial Education [Field 170]

Standard 2	<i>Instructional Management and Safety: The T & I teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.</i>
Standard 3	<i>Instructional Delivery: The T & I teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that engage students in the learning process, and timely, high-quality feedback.</i>

STUDENT LEARNING OUTCOMES (correlated to competencies):

1. Students will exhibit continuing growth in the development of interpersonal and technology skills **(C1-5, F1-3,E1-4)**.
2. Students will demonstrate understanding of instructional delivery and assessment skills **(C1, C2,C3, C5,F2,F3,E2, E3,PPR 3)**
3. Students will define key concepts presented in the course, i.e., instructional strategies, timely feedback, appropriate assessment **(PPR 2 & 3)**.
4. Students will develop and utilize lesson development skills **(PPR 2& 3)**
5. Students will create a safety plan designed for the course they will teach **(PPR 2)**
6. Students will recognize and understand the unique challenges inherent in implementing quality instructional materials **(C3, PPR3)**.

MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES:

1. discussion boards (outcomes 1, 2, 3, 6)
2. short assignments (outcome 2, 3,4,6)
3. presentation (outcomes1,5)
4. exams (outcomes 1, 2, 3, 4, 5,6)

ATTENDANCE POLICY:

1. Campus Attendance Policy: Students enrolled at Wayland Baptist University should make every effort to attend all class meetings. The University expects students to make class attendance a priority. All absences must be explained to the instructor who will decide whether omitted work may be made up. When a student reaches a number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an Unsatisfactory Progress Report in the office of the dean. Any student who misses twenty-five (25%) or more of the regularly scheduled class meetings will receive a grade of F for that course. Student grade appeals should be addressed, in writing, to the campus dean.
2. Instructor’s Additional Policies: Additional attendance policies for each course, as defined by the instructor in the course syllabus, are part of Wayland’s attendance policy. Attendance for this virtual course will be documented by

the student's online participation in class and submission of online assignments, thus attendance will be determined by the student's online participation in course activity—not the last log in.

METHODS OF INSTRUCTION: The delivery system for the course will consist of internet supported instruction utilizing Blackboard interactions. In an effort to accommodate the specific needs of students, instructional methods may include, but will not be limited to, the following: lectures, presentations, demonstrations, practice, and observations. Independent study and reading are essential elements of this course in promoting skills of analysis and synthesis critical to completion of a course of study. Weekly submission of assignments is **required** during the course unless specific arrangements are made with the instructor.

EVALUATION: UNIVERSITY GRADING SYSTEM:

A	90-100	Cr for Credit	<p>A grade of "CR" indicates that credit in semester hours was granted but no grade or grade points were recorded.</p> <p>*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the <u>I</u> is converted to the grade of <u>E</u>. An incomplete notation cannot remain on the student's permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.</p>
B	80-89	NCR No Credit	
C	70-70	I Incomplete*	
D	60-69	W for withdrawal	
F	below 60	WP Withdrawal Passing	
		WF Withdrawal Failing	
		X No grade given	
		IP In Progress	

COURSE GRADING CRITERIA: All assignments are due as noted on course calendar. All assigned work must be word processed. Assignments not completed on time will reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 7 calendar days; late work for discussion board entries will not be accepted at all.

Grading Rubric:

Assignment	Possible	Earned
Discussion Boards (10 x 10)	100	
Short Assignment	50	
Short Assignment	50	
Short Assignment	50	
Short Assignment	50	
Midterm	200	
Short Assignment	50	
Short Assignment	50	
Short Assignment	50	
Safety Project	100	
Short Assignment	50	
Final Exam	200	
TOTAL	1000	


ACADEMIC HONESTY: University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

Plagiarism - The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*" - Source:

<http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

DISABLED PERSONS: It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. It is the responsibility of the student to disclose and to provide documentation pertaining to the disability so that appropriate modifications may be made.

Course Calendar:

CTED 4308: Implementing Instruction And Assessment			
Tentative Calendar* - *I reserve the right to amend the tentative course calendar as needed during the course*			
Date	Preparation Materials	Reading	Assignments
Feb23-Mar 1 Session 1	Syllabus & Basic Instructions Notes Organizing Classroom Notes Research & Strategy Same and Different	Emmer Ch1 Marzano Ch 1-2	Discussion Board 1 (DB1) Short Assignment
Mar 2-8 Session 2	Notes Rules & Procedures Notes Strategy Summarizing	E Ch2 M Ch3	DB2 Short Assignment
Mar 9-15 Session 3	Notes Managing Student Work Notes Strategy Reinforcement & Homework & Practice	E Ch3 M Ch4 & 5	DB3 Short Assignment
March 16-20 Spring Break 			
Mar 23-29 Session 4	Notes Good Start Notes Strategy Nonlinguistic Representations	E Ch4 M Ch6	DB4 Short Assignment
Mar30-Apr 5 Session 5	Notes Planning & Conducting Instruction	E Ch5	DB5 Midterm Test
Apr 6-12 Session 6	Notes Managing Cooperative Learning Notes Strategy Cooperative Learning	E Ch6 M Ch7	DB6 Short Assignment
Apr 13-19 Session 7	Notes Student Behavior Notes Strategy Setting Obj & Feedback	E Ch7 M Ch8	DB7 Short Assignment
Apr 20-26 Session 8	Notes Communication Skills for Teaching Notes Strategy Generating & Testing Hypothesis & Cues, Questions, Adv Org	E Ch8 M Ch9 Ch 10	DB8 Short Assignment
Apr27-May 3 Session 9	Notes Problem Behaviors Safety Considerations	E Ch9	DB9 Safety Project
May 4-10 Session 10	Notes Managing Special Groups Notes Specific Applications of Strategies	E Ch10 M Ch 11,12,13	DB 10 Short Assignment
May 11-14	Final Exam	Due by Thursday Midnight	