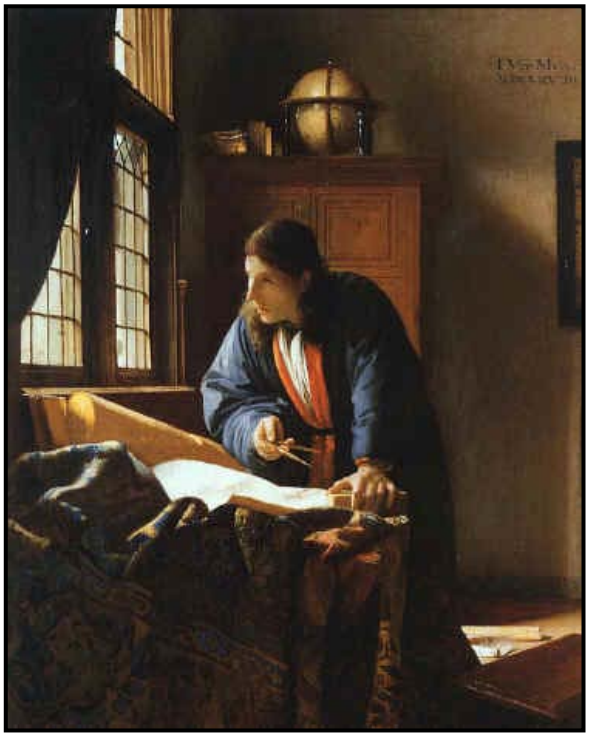
# COURSE SYLLABUS
# Spring, 2009

## EDI 16A-3 CURRICULUM AND ASSESSMENT FOR PRE-SERVICE TEACHERS

## TU/TH 12:30 PM- 1:50 PM

*Long Island University*
*School of Education*
*C.W. Post Campus*
*http://www.liu.edu/*



Johannes Vermeer, *The Geographer*, c. 1668-1669


**Instructor:** **Dr. Joseph Piro**
**Office:** **Room 40- B. Davis Schwartz Library**
**Office Hours:** **Monday 6:00PM- 7:00 PM**
**Tuesday 3:30PM- 4:30 PM**
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**or by appointment**
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"*Since there is no single set of abilities running throughout human nature, there is no single curriculum which all should undergo. Rather, the schools should teach everything that anyone is interested in learning."*
John Dewey

## COURSE OVERVIEW

Curriculum. What the term means and how it's used and understood in American education today has undergone a sea change. When Dewey stated that schools should teach everything that anyone is interested in learning he was onto something. In fact, the school of pragmatism, with which Dewey was identified, considered this kind of thinking a hallmark of its philosophy. It's hard to conceive it as revolutionary thought on the goals and purpose of a curriculum that many of Dewey's contemporaries did. Recognizing that, sometimes, it is useful to reach backwards to move forward, a close reading of Dewey's quote might reveal the philosophical beginnings of, say, a multiple intelligences approach or academic tracking. Whatever interpretations are offered, there is one overarching theme in all of this: Curriculum matters. *What is taught… why is it taught… why is it worth teaching*…these are perennial issues in the art and science of pedagogy that will pose some of your greatest challenges as prospective teachers and will remain at the center of your teaching practice.

The course will take a blended learning approach. Through lectures, discussions, hypertext readings, multi-media presentations, lesson simulations, and research studies, this course will survey, report , and analyze how the evolution of these ideas and others like it have influenced the "conceptualization" and implementation of contemporary curriculum and measures used to assess it.

In probing this conceptual foundation and development of curriculum in American schools, emphasis will also be placed on understanding a "comprehensive curriculum"- how academic content, philosophical and psychological thought, social and political discourse, and environmental forces shape the decision-making process guiding what is taught in classrooms and how this process informs education policy and practice today.

**Finally, this course is entitled Curriculum and Assessment for the Pre-Service Teacher. More aptly, it could also be described as Curriculum and Assessment for 21st Century Learning. Throughout the course, we will make extended references to how learning and teaching must be future-focused and the importance of ensuring that pre-service teacher training remains relevant for teaching in the new millennium.**

## COURSE CATALOGUE DESCRIPTION

http://www.liu.edu/cwis/cwp/edu/curricul/ucourses.html

## COURSE ESSENTIAL QUESTIONS

- What does 21st Century teaching look like?
- What are 21st Century student skills?
- What is "comprehensive" curriculum and assessment?
- What is the role of curriculum and assessment in today's school culture?
- How does assessment fit into learning?
- Does technology improve learning?

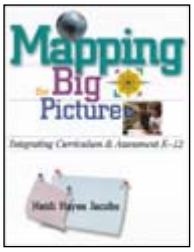
## COURSE UNIT QUESTIONS

- Who are key theorists in curriculum study and what are some of their theories?
- What are some major models of curriculum and instruction and how can their efficacy be evaluated?
- What is curriculum mapping?
- What is the role of technology in curriculum and assessment?
- What are important strands in curriculum research?
- What are some current "best practices" in curriculum, instruction, and assessment for the 21st century?
- How can curriculum be read as a social, political, and cultural text?
- What are some mainstream assessment strategies and how are they woven into curriculum and instruction?
- What is the curricular vision for American schools in the 21st century?

## INSTRUCTIONAL OBJECTIVES

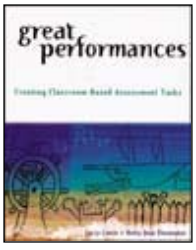
- To develop an understanding of curriculum and assessment in philosophical, historical, psychological, social, and environmental contexts (INTASC 1)
- To identify and analyze instructional models and strategies that drive academic performance (INTASC 2,3,4)
- To grasp the connection between empirical research in curriculum, instruction, and assessment how this informs effective teaching practice (INTASC 1)
- To review instructional resources that support curriculum in today's diverse K-12 classrooms and evaluate their strengths and limitations (INTASC 5,6,7,8)
- To design a curriculum unit of study anchored in several content areas and including literacy connections, standards, rubrics, technology, and assessment procedures (INTASC 3,4,6)
- To explore current debates, issues, and trends in curricular and assessment reform (INTASC 1)
- To enhance your prospective leadership role as a teacher using major ideas in curriculum, instruction, and assessment in a variety settings (INTASC 9, 10)

## COURSE TEXTBOOKS




Hayes-Jacobs, H. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12. Reston , VA: ASCD Books.

ISBN-13: 9780871202864




Lewin, L. & Shoemaker, J. (1998). Great Performances: Creating Classroom-Based Assessment Tasks. Reston, VA: ASCD Books.

ISBN-13: 9780871203397

We will also make extensive use of web sites that will constitute our hypertexts. Most especially we will be visiting this web site:

http://www.21stcenturyskills.org/

Other texts will include:

- **Curriculum Documents**

National, State, and Local Content and Performance Standards
National, State and Local Syllabi and Curricula
National Reports on Curriculum and Assessment

We will also be discussing the role of research on curriculum and assessment in line with increasing emphasis on scientifically-based learning.

**Scientifically-Based Research Practice Guide**

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20072004.pdf

## COURSE WEBSITE

This course will make use of a website uploaded to WebCT at LIU that will contain a variety of information related to the course. The web address will be given to you in class. It is important that you check into the website at least once a day to keep up with any news, announcements, messages etc. related to the course. You should also check your WebCT e-mail from the course throughout the semester for any other updates provided.

## COURSE APPROACH

This course will endeavor to vary learning conditions, blending a variety of techniques and methodologies throughout the semester and, most importantly, make extensive use of WebCT for online course delivery. Because of this, sessions will be conducted both in the assigned classroom and in the Computer Lab in the Library. There will be the conventional lecture format and class discussion periods. There will be student presentations as well as guest speakers. Some lectures will be augmented by PowerPoint presentations. Thus, learning experiences will occur both online and offline.

In addition, the course will make use of the **Workshop Model** of learning. As we advance into the semester, we will make more extensive use of this model by using time in class to develop curriculum, implementing a classroom workshop approach. Smaller groups of students, at times assigned by content area, whose goal will be to develop a curriculum module or teaching guide, will work together during classroom sessions to produce these documents. Time will be given for these small groups to explore various curriculum ideas with the outcome of producing a clear and comprehensive curriculum module in a specific content area. We will create these small groups as

early into the semester as possible so as to allow as much time for each group to create a Curriculum Unit.

Students are expected to infuse as much technology-informed strategies possible in both learning the course material and developing the assignments that are part of the course. For each week's assignments, you will see a variety of websites, some required, some recommended. The fact that most of the readings in the course are web-based should add to their ease of access and availability. Throughout the course, I welcome your input on the effectiveness and usefulness of this approach.

## COURSE REQUIREMENTS

1. Attendance, Class Participation, and Course Professionalism- e.g. engagement in learning, punctuality, participating in class, coming to office hours when needed, making progress toward class learning goals etc.
2. Readings Matrix
3. First Assignment- Curriculum Map
4. Second Assignment- WebQuest
5. Classroom Observations and Fieldwork Summaries

## GRADING POLICY

Course grades will be accumulation of points over the semester calculated as follows:

| *ASSIGNMENT* | *PERCENT* | *DUE DATE* |
|---|---|---|
| *1. Attendance, Class Participation & Course Professionalism* | *10%* | *January 15, 2009- April 28, 2009* |
| *2. Readings Matrix* | *10%* | *April 28, 2009* |
| *3. Curriculum Map* | *25%* | *March 19, 2009* |
| *4. WebQuest Unit* | *40%* | *TBA* |
| *5. Observational Fieldwork & Summary* | *15%* | *April 28, 2009* |

| Grade Scale Used in Course | | | |
|---|---|---|---|
| 95-100 | A | 77-79 | C+ |
| 90-94 | A- | 73-76 | C |
| 87-89 | B+ | 70-72 | C- |
| 83-86 | B | 65-69 | D |
| 80-82 | B- | Below 65 | F |

***NOTE: All assignments are subject to change as announced in class. Please be sure to back up all of your computer files. Please do not turn in your only copy of assignments.**

## 1. Attendance, Class Participation, and Course Professionalism

Each class is more than a meeting-- it is an exchange of thoughts and ideas. These types of exchanges lead to a course with energy and vitality. As prospective teachers you may know that there are certain markers to indicate students are learning. Among these markers are participating in discussion, posing interesting questions, and exhibiting a connection with course content.

Excessive absence (generally, three or more class sessions) and lateness, especially if unexplained, will result in reduction of grade. Thus, please make every effort to notify the instructor of any impending absence. All work missed through any absences must be made up pending discussion between student and instructor.

Participation in large and small group form discussions is also required. Participation does not just mean talking in class. Its components include careful listening, meaningful attempts to interpret what is being discussed, active involvement, and critical thinking-- in summary, informed and enthusiastic participation. One strategy of effective teaching you will discover is to inform students of expectation levels by sharing performance rubrics. The performance rubrics for class participation are as follows:

| | |
|---|---|
| **Excellent Contributor** | Contributions reflect outstanding thought and thorough preparation. Substantive ideas offered and frequent references made to assigned readings to support points of view. Offers exciting direction for the class. |
| **Good Contributor** | Contributions reflect meaningful thought processes and preparation. Usually provides substantive ideas with occasional references made to assigned readings to support points of view. Offers good direction for the class. |
| **Non-Contributor** | Contributions to the class are non-existent. |
| **Unsatisfactory Contributor** | Contributions reflect inadequate preparation. Ideas are not substantive and usually off topic. Offers no direction for the class. |

## 2. Readings Matrix

Specific required course readings noted with an asterisk will be required to be part of the ongoing Reading Matrix for the course. In order to help you make meaning of these readings this matrix will ask that you briefly summarize your understandings of the content presented in the readings by completing the matrix. During the semester, you will turn in the Reading Matrix in two parts.

## 3. Assignment One- Curriculum Map

One of the ways Dewey describes the role of a teacher is that of a "geographer" with the curriculum functioning as a "map" (hence, the painting on the front of the syllabus by Vermeer.) And even though it was around in the last century, curriculum mapping has become a useful tool for teachers in the 21st century

Curriculum mapping helps to both organize and simplify the teaching process. Basically, mapping is a process for collecting and recording curriculum-related data that identifies learning standards used, core skills and content taught, processes employed, and assessments used for each subject area and grade level. The completed curriculum map then becomes a tool that helps teachers keep track of what has been taught and plan what will be taught over a short or long-term period of time during the school year. You will develop one curriculum map in your own content area that will

include information related to a theme you select. More information on this will be available on the web site.

### 4. ASSIGNMENT TWO: *CURRICULUM WEBQUEST*

The second project relates to another 21st century strategy, this one connected to technology. Many people are under the impression that 21st century teaching is synonymous with technology. While technology is certainly a critical part of 21st century education, it still needs to have an underlying pedagogical rationale for its use in the classroom. Designing a Web Quest will be a way for you to strengthen and deepen your technology skills as well as connect them to teaching rationales you will discover throughout the course.

During the semester, you will have an opportunity to learn about designing a WebQuest which is an inquiry-based activity that builds critical thinking skills using Internet resources for learning. In a WebQuest students are assigned a "task" and use these Internet resources to work on problem-solving related to this task. During the semester you will have the opportunity to learn the basics about designing a web quest. Learning Design Teams will also have the opportunity to work on constructing a WebQuest to fulfill requirements for the final curriculum unit

We are focusing on creating a WebQuest because one of the major goals of the course is to help prepare you to for professional behaviors that have relevance to your future professional life as a teacher. As a teacher, one area you will need particular skills in is developing meaningful, well-designed, and high-quality curriculum. This assignment requires all students to create a **WebQuest** taking into account the various aspects outlined in the Course Overview that go into designing a complete, contemporary learning experience. **Students will complete this project in Design Teams**. These teams will consist of students in the same content area (though interdisciplinary teams work as well), working to plan an original unit of instruction that includes a unit of lessons integrating learning standards, multiple literacies, rubrics, assessments, and, especially, technology.

For instance, those students interested in early childhood literacy will work together to develop a WebQuest on specific literacy topics. Those interested in high school math/science/ technology science will team up with similarly interested students. Design teams will be formed early in the semester to permit maximum time for thought, planning, and creation of curriculum units. The rationale behind using Design Teams connects to the idea that team members are learning partners who will help and motivate each other to produce a high quality project. It is also through this project that you will be able to place into real practice the ideas of the theorist or theory you selected for your response paper showing how these ideas connect to the project

### 5. Classroom Observations and Fieldwork Summary

**Ten** hours of observational fieldwork are required for the course. This may be accomplished in the public or non-public school of your choice in a variety of grade levels (from pre-K- 12). It may occur in either special *(e.g.,* physical or learning disabilities, inclusion classrooms, gifted) or general education settings-- preferably a combination of both. Please plan this beforehand by discussing with your cooperating classroom teacher about your classroom visits: why you are there and what you hope to accomplish.

The cooperating teacher must certify your ten hours of observation at the end of the semester. This fieldwork is counted as part of your course grade.

Please keep a dated journal of each of your visits in which you will record your responses, interactions, and reflections of each experience. You may consult the course website for more information about how to organize these journals but, in general, talk about what was taught when you observed, how the material was presented, the engagement level of the students, and your own reflections and observations about what you remembered most. Try to connect what we discuss about learning theories with authentic classroom practice. This will help guide you in discussions that will occur throughout the course. The journal will be submitted as part of your course portfolio. Examples of this journal format will be discussed during the course.

**Guide to Fieldwork Experience at C.W. Post**:

University Website- http://myweb.cwpost.liu.edu/mszpara/

Fieldwork forms: http://soeport.cwpost.liu.edu/Currinst.html

**List of schools on Long Island:**

http://www.nassauboces.org/links/districts.asp

http://www.esboces.org/compsd.cfm

http://www.wsboces.org/aboutus/partic.cfm

http://www.nysed.gov/admin/admindex.html

If you have contacted 6 schools on your own, with no success, you should contact Dr. Michelle Szpara, Fieldwork Coordinator, directly at michelle.szpara@liu.edu. She will assist you in finding appropriate fieldwork placements.

## SUPPLEMENTARY INFORMATION

**Curriculum Resources at LIU**

There is an extensive curriculum collection in the Instructional Media Center (IMC) at LIU. We will meet for one class in the IMC so you can become familiar with their resources. One of the activities you should plan to do is familiarize yourself with as many curricula as possible. These will serve as templates for you as you begin to develop your own modules.

**Submitting Assignments**

**Papers and projects must be received by the assigned due date**. In the case of the first assignment, it must be e-mailed using the Assignment Dropbox in WebCT. If you have any difficulty in sending it in this manner, first e-mail it through WebCT (option 1) and then e-mail it using my LIU e-mail address: joseph.piro@liu.edu. (option 2-only as a last resort).

**Whatever mode is selected, they must be received by me on time on the due date. Please note that any work e-mailed to me must be formatted in MSWord**. All other formats are incompatible and are unable to be downloaded by me.

**Overall Policy on Course Assignments**

All work submitted for this course must be your own, be written exclusively for this course and submitted on time. The use of sources (ideas, quotations, paraphrases, websites etc.) must be properly documented. Please see me if you have any questions about your use of sources.

**Computer Lab Protocol: Acceptable Use Policy**

We will be spending a considerable amount of time in the Computer Lab located in the Library, It is expected that students understand and follow the appropriate procedures when participating in those classes. Remaining on-task and focused on the activities happening in the lab is a good way for future teachers to understand the self-discipline and commitment required when classes are held in a variety of learning environments.

As per University policy, no food or drink is allowed in any computer lab.

## INTASC STANDARDS

The Interstate New Teacher Assessment and Support Consortium (INTASC) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Created in 1987, its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that *all* students learn and perform at high levels. INTASC has developed *model "core" standards* for what all beginning teachers should know, be like, and be able to do in order to practice responsibly, regardless of the subject matter or grade level being taught. C.W. Post encourages its students to become aware of the standards and prepare at least two pieces of "evidence" indicating that they have met each of the 10 Core Standards. Typically, many of these artifacts are created in courses taken during undergraduate training including this one. INTASC Standards can be found at the end of this syllabus.

## COURSE PORTFOLIO

It is recommended that you keep a portfolio to archive any handouts distributed in class throughout the semester, e.g. news stories, activity sheets, lesson plan templates, and other supplemental items.

## OTHER COURSE/CLASS POLICIES

- **Make-Up Assignments**- There will be no makeup assignments for unexcused absences. To be considered, acceptable excuses (*e.g.* medical or personal emergencies and/or college related business) must be provided to the instructor in writing. Students who are unable to complete an assignment for legitimate reasons that do not qualify as excused absences and who notify the instructor before the assignment is due may, at the discretion of the instructor, turn in late assignments for partial credit.
- **No beepers or cell phones**. If you have these items turn them off or to vibrate/quiet mode, so as to not disrupt other students during class.
- **Students with disabilities***:* In compliance with the Americans with Disabilities Act of 1990 and in order to facilitate learning for all students, students with disabilities or those requiring special arrangements should speak directly with the professor at the beginning of the semester. Further, please contact the Academic Resource Center (516-299-2937) so that steps can be taken to develop an appropriate education plan.

- This course will encourage a high level of professionalism to prepare you for entry into the field of education as a professional. All students are expected to conduct themselves within the bounds of accepted social behavior and submit work that is appropriate to students planning to enter the teaching profession. Students are expected to act in a professional manner, meeting deadlines, solving problems, cooperating with classmates, and generally contributing in a positive way to the class. Working in the education often means searching for solutions in a group context. Teamwork, listening, empathy, enthusiasm, emotional maturity, and consideration of other people's concerns are all essential to success. Please bring these qualities and values with you to class. It is as important to 'practice' these interpersonal skills as it is to learn new intellectual content. Students will be evaluated on their professional demeanor in class. Please refer to the C.W. Post Handbook for all details on this. Also, you may wish to check this website on the Post Library web page as well as this one.
- The preferred method of communication to me is through e-mail. This includes both WebCT and LIUNet. If you e-mail me through LIUNet using the joseph.piro@liu.edu address, please make certain your name or some other course reference is in the subject line of the mail so that it may be identified as sent from a student in the class.
- This syllabus is only a guide, and as such, it is subject at any time to change by the instructor. Any changes will be announced in class and/ or on WebCT, and it is your responsibility to be aware of all such changes.

*"The curriculum is a mind-altering device."*
Elliot Eisner

# READING AND ASSIGNMENT SCHEDULE

*** Indicates reading must be included on the Readings Matrix**

**Week One**
**January 15**

**COURSE OVERVIEW**

*Keywords: official curriculum, taught curriculum, tested curriculum, learned curriculum, balanced curriculum, hidden curriculum, lesson plan, teaching standardization*

**Required**

**Curriculum Theory and Practice**

http://www.infed.org/biblio/b-curric.htm

**Recommended (for general background use throughout the semester)**

Classic Texts and Manuscripts in Education

## Week Two
## JANUARY 20, 22

### INTRODUCTION TO WEBCT;
### FOUNDATIONS AND PHILOSOPHY OF CURRICULUM
### THE TEACHER AS DEWEY'S "GEOGRAPHER "

*Keywords, spiral curriculum*

**Required**

*Dewey, J. (1994). The child and the curriculum (1902) In G. Willis, W.H. Schubart, R.V. Bullough, Jr., C. Kridel, & J.T. Holton *The American Curriculum: A Documentary History*, pp. 123- 129. Westport, CT: Praeger.

*Bruner, J. The importance of structure and the spiral curriculum, 1980. In G. Willis, W.H. Schubart, R.V. Bullough, Jr., C. Kridel, & J.T. Holton In *The American Curriculum: A Documentary History*, pp. 355- 361. Westport, CT: Praeger.

## Week Three
## January 27, 29

### 21ST CENTURY LEARNING: TEACHER AS "NEW" GEOGRAPHER

*Keywords: manufactured crisis, technology, globalization, meaning-making, ways of knowing, interdisciplinary curriculum*

*Friedman, T. L. (2007). "The Quiet Crisis", pp. 337-373, in *The world is flat: A brief history of the twenty-first century*. New York: Farrar, Straus and Giroux.

Webcast: Thomas Friedman

http://mitworld.mit.edu/video/266/

21st Century Skills- English

http://www.21stcenturyskills.org/documents/21st_century_skills_english_map.pdf

21st Century Skills- Social Studies

http://www.21stcenturyskills.org/documents/ss_map_11_12_08.pdf

Center for Public Education- International Comparisons

http://www.centerforpubliceducation.org/site/c.kjJXJ5MPIwE/b.2401279/k.8734/International_assessments.htm

## Week Four
## February 3, 5

### CASE STUDY: DATA-DRIVEN ASSESSMENT IN THE 21ST CENTURY: A CULTURE OF EVIDENCE

*Keywords: data driven assessment, standardized testing, high stakes testing, criterion-referenced testing, norm-referenced testing, multiculturalism, school reform, home schooling, charter school*

**Required**

The National Picture- A database

http://www.schooldatadirect.org/

School report cards in New York State

https://www.nystart.gov/publicweb/Home.do?year=2007

## Week Five
## February 10, 12

### CURRICULUM PLATFORMS

Social Studies- American Memory (click on Lesson Plans)

http://www.eduref.org/Virtual/Lessons/

The "Curriki" Project

http://www.curriki.org/xwiki/bin/view/Main/WebHome

## Week Six
## FEBRUARY 17 (NO CLASS), 19

### CASE STUDY: THE HOMEWORK QUESTION

*homework, summative assessment, formative assessment*

*Kohn, A. (2006). *The homework myth*, pp. 131-140.

*Cooper, H.M. (2001). Homework for all - in moderation. *Educational Leadership*, 58, 34-38.

Bryan, T. & Burstein, K. (2004). Improving homework completion and academic performance: Lessons from special education. *Theory into Practice*, 43, 213-219.

The Center for Public Education- Research and Practice: Homework

http://www.centerforpubliceducation.org/site/c.kjJXJ5MPIwE/b.2480699/k.D9C5/Homework.htm

**Weeks Seven & Eight**
**February 24, 26; March 3, 5**

**RESEARCH BASIS FOR CURRICULUM MAPPING AND LESSON PLANNING; STANDARDS AND ASSESSMENTS**

*learning standards, performance indicators, assessment, outcomes, benchmarks, brain-based learning; scientifically-based teaching*

*Mapping the Big Picture*, pp. 17-40; 61-72 (plus selected appendices pages)

The Neurobiology of Learning

The Secret Life of the Brain

Scientifically-Based Research Practice Guide

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20072004.pdf

**Curriculum Mapping**

http://www.greece.k12.ny.us/instruction/ela/6-12/curriculum%20mapping/index.htm

**Samples of Curriculum Maps**

http://www.curriculumdesigners.com/index.php?Path=Public/Resources/Sample%20Maps

**Standards (Content and Performance) Data Base**

Review the Standards Website on-line

**Assessments**

http://www.flaguide.org/cat/cat.php

Tools for Teaching

Multiple Choice Tests

Wiggins & McTighe: Backwards Design Model

**Week Nine**
**March 10-15**

**Spring Break**

**Week Ten**
**MARCH 17, 19**

**A NEW WAY TO FRAME CURRICULUM: THE WEBQUEST**

*Keywords: lesson plan, project-based learning, web quest, task, process, resources*

*Guest Speaker*: Nancy Marksbury, Associate Director of IT, LIU

**Web Quest**

http://teachersnetwork.org/ntol/howto/incorptech/webquest101.htm

Bernie Dodge Webquest Page

http://tommarch.com/learning/index.php

http://bestwebquests.com/

**Week Eleven**
**March 24, 26**

**THE INSTRUCTIONAL TAXONOMY IN CURRICULUM**

*Keywords: KWL, instructional design, curriculum experience, lesson plan, problem-solving, critical thinking, backwards design, learning objectives, ,essential question, best practice, lesson plan, cognitive, affective, instructional objective, writing process*

**Class Visit to the** IMC

**Required**

*Great Performances, pp. 54- 102*

**Learning Objectives**

Guidelines to Writing Learning Objectives

**Bloom's Taxonomy**

Bloom's Taxonomy: Three types of learning

*Bloom's Taxonomy Updated

**Week Twelve**
**March 31, April 2**

**USING NON-LINGUISTIC STRATEGIES IN CLASSROOM INSTRUCTION;**
**THE ART AND SCIENCE OF QUESTIONS**

*Keywords: graphic organizer, semantic map, dual encoding, brain-based learning, Bloom's Taxonomy, cognitive domain, affective domain, analysis, synthesis, cycle of inquiry,*

*Great Performances*, pp. 24-55

**Required**

**Graphic Organizers**

http://www.k111.k12.il.us/lafayette/fourblocks/graphic_organizers.htm
Graphic Organizers for Reading Comprehension | Scholastic.com

http://www.inspiration.com/home.cfm

**The Essential Question**

http://www.greece.k12.ny.us/instruction/ela/6-12/Essential%20Questions/Index.htm

Martin-Kniep, G. (2000). "The power of essential questions" Chapter 1 in *Becoming a better teacher: Eight innovations that work*. Reston, VA: ASCD Books.

A Questioning Toolkit

Classroom Questioning

**Week Thirteen**
**April 6**

**RUBRICS: BEST PRACTICES IN ASSESSING CLASSROOM PERFORMANCE**

*Keywords: achievement gap, validity, reliability, alignment, learning target, evidence-based assessment, formative assessment, summative assessment, portfolio assessment, AYP, constructed response, portfolio assessment, performance assessment, alternative assessment, authentic assessment, benchmark. rubrics*

## Required

*Great Performances, pp. 103-139*

**Websites for Rubrics**

http://rubistar.4teachers.org/index.php

http://school.discovery.com/schrockguide/assess.html

http://www.gsu.edu/%7Emstnrhx/457/rubric.htm

**Week Fourteen**
**April 14, 16**

**WEBQUEST WORKSHOP**

**Week Fifteen**
**April 21, 23**

**WEBQUEST WORKSHOP**

**APRIL 28**

**STUDENT WEBQUEST PRESENTATIONS**

**INTASC STANDARDS**

Principle #1: The *teacher understands* the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and *can create learning experiences* that make these aspects of subject matter meaningful for students.

Artifact:
Artifact:

Principle #2: The teacher *understands how children learn and develop*, and can *provide learning opportunities* that support their intellectual, social and personal development.

Artifact:
Artifact:

Principle #3: The teacher understands how *students differ in their approaches to learning* and creates instructional opportunities that are adapted to diverse learners.

Artifact:
Artifact:

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage student's *development of critical thinking, problem solving, and performance skills.*

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Principle #5: The teacher uses an understanding of individual and group motivation and behavior to *create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation*.

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Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques *to foster active inquiry, collaboration, and supportive interaction in the classroom*.

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Principle #7: The *teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals*.

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Principle #8: The teacher understands and *uses formal and informal assessment strategies* to evaluate and ensure the continuous intellectual, social and physical development of the learner.

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Principle #9: The *teacher is a reflective practitioner* who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

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Principle #10: The *teacher fosters relationships* with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

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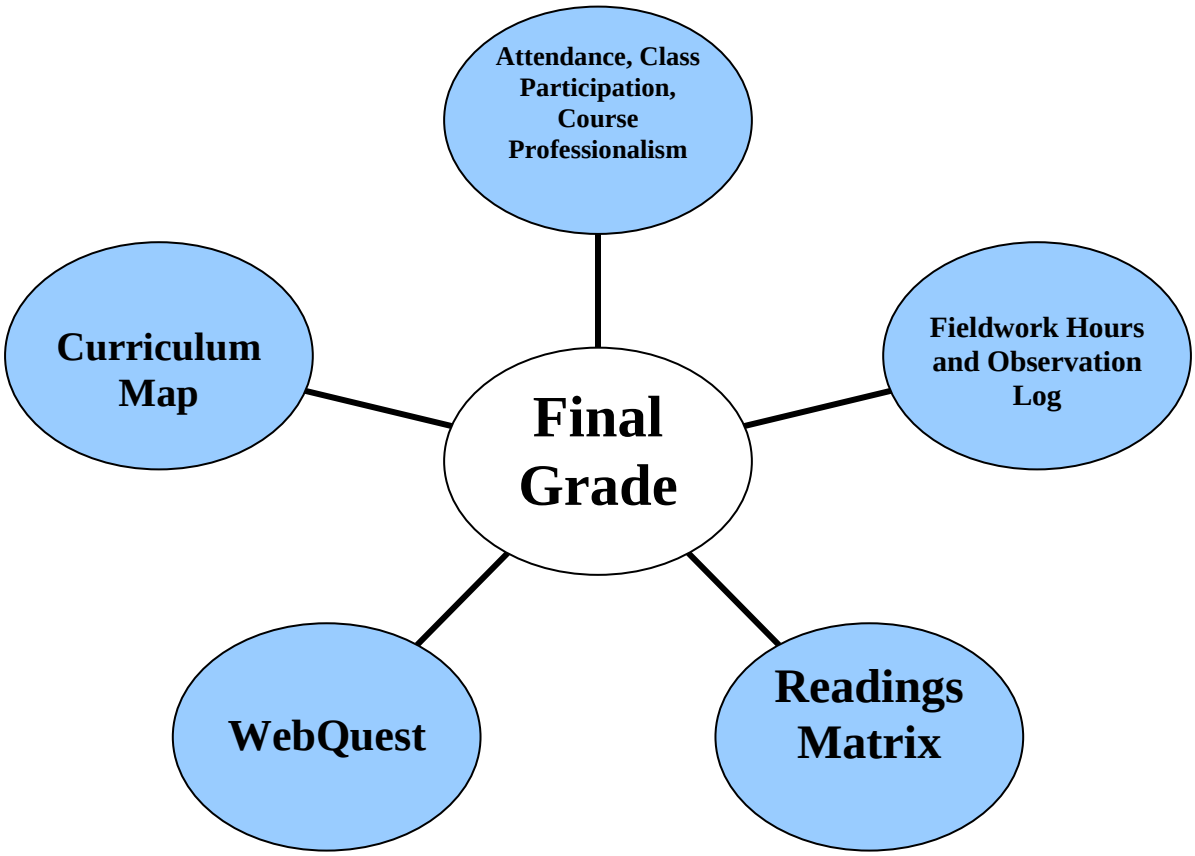
Attendance, Class Participation, Course Professionalism
Curriculum Map
Fieldwork Hours and Observation Log
Final Grade
WebQuest
Readings Matrix

# NOTES