

COURSE SYLLABUS

Spring, 2007

**EDI 16A-4: CURRICULUM AND ASSESSMENT
FOR PRE-SERVICE TEACHERS**

TU/TH 2:00 PM- 3:20 PM

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



[Johannes Vermeer, *The Geographer*, c. 1668-1669](#)

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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 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.

COURSE CATALOGUE DESCRIPTION

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

COURSE ESSENTIAL QUESTIONS

- 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?

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 are important strands in curriculum research?
- What are some current “best practices” in curriculum, instruction, and assessment?
- How can curriculum be read as a social, political, and cultural text?
- How is curriculum tied to social forces?
- What role does the environment play in curriculum?
- 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 twenty-first century?

INSTRUCTIONAL OBJECTIVES

- To develop an understanding of curriculum and assessment in philosophical, historical, psychological, social, and environmental contexts
- To identify and analyze instructional models and strategies that drive academic performance
- To grasp the connection between empirical research in curriculum, instruction, and assessment how this informs effective teaching practice
- To review instructional resources that support curriculum in today's diverse K-12 classrooms and evaluate their strengths and limitations
- To design a curriculum unit of study anchored in one content area and including literacy connections, standards, rubrics, technology, and assessment procedures
- To understand the concepts of curriculum alignment, differentiation, and mapping
- To explore current debates, issues, and trends in curricular and assessment reform
- To enhance your prospective leadership role as a teacher using major ideas in curriculum, instruction, and assessment in a variety settings
- To recognize and create quality curriculum

PROJECTED TOPIC OUTLINE

- Foundations and Philosophy of Curriculum & Assessment
- History of Curriculum & Assessment
- Curriculum Planning and Design
- Assessment of Learning
- Curriculum Issues, Trends, and Controversies

COURSE TEXTBOOKS

Required

[Flinders, D.J. & Thornton, S.J. \(2004\). *The curriculum studies reader. \(Second Edition\)*. New York: RoutledgeFalmer.](#)

[McMillan, J. H. \(2007\). *Classroom assessment: Principles and practice for effective standards-based instruction \(4th Edition\)*. New York: Pearson.](#)

- **Curriculum Documents**

National, State, and Local Content and Performance Standards

National, State and Local Syllabi and Curricula

- **Course Reading Packet**

- **Internet Websites**

SUPPLEMENTAL READINGS

Articles and selections from professional books and journals, periodicals, newspapers, and reviews of relevant websites will be discussed throughout the course. Some of these supplemental readings will be distributed in class. Students will also be expected to keep up with education news using *Education Week* at <http://www.edweek.org/>

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 AND GRADING POLICY

Student participation in the course will take the following six forms:

- Attendance and class participation including
- Class Reflection Assignments & Presentations
- First Paper Assignment
- Comprehensive Curriculum Unit
- Classroom Observations and Fieldwork Summaries
- Course Midterm

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

<i>ASSIGNMENT</i>	<i>PERCENT</i>	<i>DUE DATE</i>
<i>1. Attendance, Class Participation & Preparedness</i>	<i>10%</i>	<i>January 23, 2007- May 1, 2007</i>
<i>2. Reading Matrix</i>	<i>10%</i>	<i>May 1, 2007</i>
<i>3. POV Paper</i>	<i>15%</i>	<i>March 13, 2007</i>
<i>4. Comprehensive Curriculum Unit</i>	<i>30%</i>	<i>TBD</i>
<i>5. Observational Fieldwork & Summary</i>	<i>15%</i>	<i>May 1, 2007</i>
<i>6. Course Midterm</i>	<i>20%</i>	<i>March 29, 2007</i>

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.**

ATTENDANCE AND CLASS PARTICIPATION

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.

READING 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.

ASSIGNMENT ONE- *POV (POINT OF VIEW) PAPER*

The field of Curriculum and Assessment continues to be tied to social, political, environmental, and cultural forces. A search of some recent headlines in education will find such conflicts ranging from the impact of high stakes testing to the study of evolution in science class to “gendered” curriculum.

As a pre-service teacher, you should be aware of various perspectives on these types of issues in curriculum and assessment. This first assignment will help you focus on this and clarify your thinking on issues and ideas that will probably concern you in your teaching practice and of which you should be aware.

You are to select one story that involves a current issue in curriculum and assessment. This can come from any current news source, that is the mainstream media (print media, broadcast media, the Internet including web sites, blogs etc). A good source is *Education Week* which carries links to the latest news stories that include curriculum issues. Following this assignment, we will conduct a POV Roundtable to discuss some of these issues in a classroom forum.

More information on the POV paper and Roundtable will be available on the course web site.

ASSIGNMENT TWO: *COMPREHENSIVE CURRICULUM UNIT*

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. The final assignment will require all students to create a **“Comprehensive Curriculum Unit”** 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 3-4 students in the same content area (though not mandatory), working to plan an original unit of instruction that includes a unit of lessons integrating learning standards, multiple literacies, rubrics, assessments, and technology. For instance, those students interested in early childhood literacy will work together to develop a unit on specific literacy topics. Those interested in high school math/science/technology science will team up with similarly interested students. Integrated into this curriculum unit will also be the role of the physical learning environment and how this is factored into to the overall learning experience. Design teams will be formed early in the semester to permit maximum time for thought, planning, and creation of curriculum units.

The lessons should correspond to the curriculum areas and appropriate grade levels recommended by the New York State Department of Education:

<http://www.emsc.nysed.gov/deputy/Documents/corecurr.htm> (Grade/content-specific)

<http://www.emsc.nysed.gov/deputy/Documents/learnstandards.htm>. (Standards-specific)

Because the paradigm for learning is in a state of constant change, preparation for entering teaching in the next few years should reflect this progression. One of the areas undergoing rethinking and redesign is the concept of spaces where learning takes place. These are beginning to broaden and expand. In response to this development, each team will also be asked to design the environment in which they envision the curriculum will be best delivered in a nurturing and welcoming manner encouraging student achievement. This will include the construction of a learning space based upon contemporary thinking and concepts in school architecture and how this space will advance and promote high quality 21st century learning. More information on this will be provided during the semester.

The Curriculum WebQuest

Technology continues to inform, change, and advance curriculum development. 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.

Observational Fieldwork

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/>

COURSE MIDTERM

Information on the midterm will be available on the course web site.

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.

MISCELLANEOUS COURSE ITEMS

FILM PRESENTATIONS

We will, on occasion, view films, videos, and DVDs that pertain to various topics in curriculum and assessment. Scheduled film presentations will include:

- *The Motorcycle Diaries* (excerpts)
- *Spellbound*

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

I recommend 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. 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.
- 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.

"The curriculum is a mind-altering device."

Elliot Eisner

READING AND ASSIGNMENT SCHEDULE

* Indicates reading must be included on the Reading Matrix

Week One January 23, 25

INTRODUCTION AND OVERVIEW OF COURSE SYLLABUS
WHAT IS CURRICULUM AND HOW MANY TYPES ARE THERE?
WEBCT AND EXPECTATIONS (Class meets in Library on January 30th)

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

Required

[A Lexicon of Learning](#)

Straus, V. (2006, September 12). As homework grows, so do arguments against it. *The Washington Post*, p. A4.

Recommended

[Classic Texts and Manuscripts in Education](#)

Week Two JANUARY 30, FEBRUARY 1

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.

Flinders & Thornton, pp. 9-23

Week Three FEBRUARY 6, 8

GLOBALIZATION AND THE AMERICAN CURRICULUM

Keywords: globalization, meaning-making, ways of knowing, interdisciplinary curriculum

*Tyler, Ralph. W. (1949). How can learning experiences be selected which are likely to be useful in attaining these objectives. In R. Tyler *Basic Principles of Curriculum and Instruction*, pp. 63-82. Chicago: University of Chicago Press.

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

*Friedman, T. L. (2005). "The Quiet Crisis", Chapter 7, 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/>

Partnership for 21st Century Skills
<http://21stcenturyskills.org/>

Week Four February 13, 15

THE FREIRIAN APPROACH: DOES IT STILL WORK?

Keywords: narration sickness, banking concept, problem-posing education, reconciliation

[Film Presentation- The Motorcycle Diaries \(excerpts\)](#)

Required

*Freire, P. (1970). *Pedagogy of the oppressed*. New York: The Seabury Press, Chapter 2.

Flinders & Thornton, pp. 29- 35; pp. 125- 133

The Motorcycle Diaries (selected readings)

[Paulo Freire Institute](#)

Week Five
February 20 (no class), 22

DOLL'S TRANSFORMATIVE CURRICULUM APPROACH

Keywords: richness, recursion, relations, rigor, transformative curriculum

Required

*Doll, W. *The four Rs of Curriculum* (excerpts)

Flinders & Thornton, pp. 71- 91

Week Six
FEBRUARY 27, MARCH 1

CURRICULUM PLANNING: A LESSON SCENARIO

Keywords: KWL, instructional design, curriculum experience, problem-solving, critical thinking, backwards design, learning objectives, learning standards, performance indicators, outcomes, benchmarks, essential question

CASE STUDY I: EGYPTOLOGY LESSON

Required

Flinders & Thornton, pp. 159- 170

McMillan, Chapter 1, pp. 1-26

Wiggins & McTighe: [Beginning with the End in Mind](#)

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.

Standards (Content and Performance) Data Base

[Mid-Continent Research for Education and Learning](#)

[Review the Standards Website on-line](#)

[Thomas Fordham Foundation: State of the Standards](#)

Week Seven
March 6, 8

EXAMINING CURRICULUM DESIGNS: INSTRUCTIONAL PROCEDURES & BEST PRACTICES

Keywords: NCLB, best practice, accountability, lesson plan, cognitive, affective, web quest

Guest Speaker: Nancy Marksbury, Director IT, C.W. Post

Required

Flinders & Thornton, pp. 253- 270

MacMillan, Chapter 2

[Report on Best Practices](#)

[Guidelines to Writing Learning Objectives](#)

Professional Organizations (Review your Content Area)

www.ascd.org

Association for Supervisory and Curriculum Development

<http://www.ira.org/>

International Reading Association

www.nctm.org

National Council of Teachers of Mathematics

www.ncss.org

National Council of Social Studies

www.nsta.org

National Science Teachers Association

www.menc.org

Music Educators National Council

www.cec.sped.org

Council on Special Education

www.aahperd.org

American Alliance for Health, Physical Education, and Dance

www.naea-reston.org

National Art Education Association

<http://www.nysaflt.org/index2.htm>

New York State Association of Foreign Language Teachers

<http://www.tesol.org/index.html>

Teachers of English as a Second Language

<http://www.asha.org/default.htm>

American Speech- Language Hearing Association

Week Eight March 13, 15

INNOVATIVE INSTRUCTIONAL DESIGN

Keywords: I-search, project-based learning

Guest Speaker: Ms. Ellen Grill, New York City Department of Education

[The "I Search"](#)

POV Roundtable

[Cox, Amy. "Moving Out of the Traditional Classroom." CNN. August 13, 2004](#)

Week Nine March 20, 22

THE ART AND SCIENCE OF CLASSROOM QUESTIONING; USING NON-LINGUISTIC STRATEGIES

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

Class Visit to the [IMC](#)

Required

*Bloom's Taxonomy Updated

*Education Week: *A taxonomy is not a sequence*

[Bloom's Taxonomy \(three types of learning\)](#)

[A Questioning Toolkit](#)

[The Question Mark: An Educational Journal](#)

[Classroom Questioning](#)

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>

Educational Games

[Summit on Educational Games](#)

Week Ten
March 27, 29

LINKING ARCHITECTURE AND ACADEMICS: LEARNING ENVIRONMENTS FOR THE 21ST CENTURY

Keywords: charter school, online school, home schooling, distance learning, small school culture, flexible learning space, place-based learning, video gaming

POV Roundtable

Required

Taylor, A., Aldrich, R.A., & Vlastos, G. (1997). Architecture can teach. In Context: *A Quarterly of Human Sustainable Culture*.

[Report from the National Summit on School Design](#)

[Denver School of Science and Technology](#)

Video: <http://www.archfoundation.org/aaf/gsbid/Video.Denver.htm>

[High Tech High in Philadelphia](#) (click on streaming video)

Do School Facilities Affect Academic Outcomes?

<http://www.edfacilities.org/pubs/outcomes.pdf>

Recommended

NCEF- Building Schools for the Future

<http://www.edfacilities.org/rl/future.cfm>

Designing for the Future of Learning

<http://www.designshare.com/index.php/design-patterns/>

(Re)Designing Learning Environments

<http://www.edutopia.org/redesigning/home.html>

Taking School Design to Students

<http://www.edfacilities.org/pubs/schooldesign.pdf>

WEEK ELEVEN
April 3
Mid-Semester Recess

WEEK TWELVE
April 10, 12

ASSESSING CLASSROOM PERFORMANCE: HIGH QUALITY CLASSROOM PRACTICES

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

[AYP: Ambiguous Yearly Progress](#)

[The Achievement Gap in Schools](#)

McMillan, Chapter 3, 56- 91

McMillan, Chapters 4 & 5, pp. 92- 154

McMillan, pp. 193- 293

Required

[Portfolio Assessment](#)

[Tools for Teaching](#)

[Multiple Choice Tests](#)

Performance Assessment: <http://www.usoe.k12.ut.us/curr/science/Perform/Past1.htm>

Websites for Rubrics

<http://www.jhu.edu/gifted/teaching/strategies/assessment/rubric.htm>

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

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

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

Week Thirteen
April 17, 19

DATA DRIVEN ASSESSMENT
SOME CURRENT TRENDS IN ASSESSMENT

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

Required

*Wormeli, R, (2006). *Fair isn't always equal*, Portland, ME: Stenhouse Publishers. Chapter 9: *Ten Practices to Avoid When Differentiating Assessment and Grading*

Flinders & Thornton, pp. 271- 284

[CRESST](#)

[FairTest](#)

[The Advantage of Frequent Assessments](#)

[School report cards in New York State](#)

[School report cards in New York City](#)

www.schoolmatters.com

Week Fourteen
April 24, 26

Film: [Spellbound](#)

[Scripps-Howard Spelling Bee](#)

Week Fifteen
May 1

STUDENT PRESENTATIONS: CURRICULUM UNITS

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*.

Artifact:

Artifact:

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*.

Artifact:

Artifact:

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*.

Artifact:

Artifact:

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

Artifact:

Artifact:

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.

Artifact:

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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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