



CIME 3376: CURRICULUM & ASSESSMENT in the MIDDLE GRADES

Fall, 2017

CIME 3376 is a required course for EC-6 AND 4-8 CERTIFICATION

College of Education, Department of CURRICULUM AND INSTRUCTION

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Office hours: MONDAY 9:00 AM – 2:00 PM

Class Format: This course will consist of lecture, discussion, small group work, and in-class and out-of-class activities designed to help candidates further their knowledge, skills, and dispositions in regards to teaching middle grades in the public schools.

Class day and time: W/F 10:30 – 11:50

Class location: Mitchell Intermediate School (Conroe ISD), PLC Room

Course Description: This course focuses on effective programs and practices at middle-level schools with an emphasis on curriculum and assessment. Emphasis is placed on understanding curriculum development and evaluation, assessment of curriculum, student and teacher effectiveness, components of highly successful programs, and current trends and issues in middle-level education. Being prepared for class and participating in all activities is expected.

This course focuses on: 1) curriculum evaluation and development, 2) assessment strategies that help strengthen the link between middle school curriculum and responsive instructional practices, 3) developing curriculum to meet the needs of diverse adolescents, and 4) requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess.

Textbooks: Handouts and/or PowerPoints via Blackboard

Course Objectives: The following objectives will be met during this course:

1. The candidate demonstrates factual knowledge relating to teaching in middle grades (terminology, classifications, methods, and trends)
2. The candidate applies fundamental principles, generalizations, and theories relating to teaching in middle grades.
3. The candidate applies course material to improve thinking, problem solving, and decision making in regards to teaching middle grades.
4. The candidate demonstrates specific skills, competencies, and points of view needed by teachers as professionals.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed on Blackboard.

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Learning fundamental principles, generalizations, or theories

Important: Developing specific skills, competencies, and points of view needed by professionals

Course/Instructor Requirements:

Seven (7) activities will be assessed during the course:

- 1) Test 1 – examining Domains 1 and 2 of the Pedagogies and Professional Responsibilities of an entry level educator
- 2) Test 2 – examining Domain 3 and 4 of the Pedagogies and Professional Responsibilities of an entry level educator
- 3) Participation in Project Learning Tree and a written reflection of that professional development experience
- 4) Emerging DDPs
- 5) Lesson Plan displaying those DDPs
- 6) Online Portfolio, Portfolio Matrix, & Final Presentation
- 7) Professionalism (based on in class and online participation, absences/tardies, field experience)

Rubrics will be given in Blackboard.

Course Outline

Assignments

Test 1 – 100 points

Test 1 examines Domains 1 and 2 of the Pedagogies and Professional Responsibilities required of an entry level educator.

Test 2 – 100 points

Test 2 examines Domains 3 and 4 of the Pedagogies and Professional Responsibilities required of an entry level educator.

Project Learning Tree – 100 points

At Project Learning Tree, the goal is to teach students **how** to think, not **what** to think about complex environmental issues. Recognized as a leader in environmental education for more than 35 years, PLT enhances critical thinking, problem solving, and effective decision-making skills, teaching students to weigh various sides of an environmental issue to make informed and responsible decisions. PLT materials are multi-disciplinary and aligned with state and national education standards.

Studies show that curricula with outdoor learning components are proven to advance overall student performance, including test scores. More than half of all Project Learning Tree activities can be conducted outdoors and emphasize an interdisciplinary approach to teaching. You will be required to attend Project Learning Tree date TBD. The cost is \$55.

Emerging DDPs & Lesson Plan – 100 points (50 points each)

At the Emerging 2B level, teacher candidates are required to submit a reflection containing a minimum of 200 words and a lesson plan demonstrating evidence toward progress on proficiencies 1, 2, 3, 4, 5, 6, 8 and 10 (all listed below). Your reflection should state how your lesson plan reflects these principles. The lesson plan you submit should reflect as many of these principles as possible.

This does not need to be a newly written lesson plan. This lesson plan may be from other classes and/or previous semesters.

- Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.
- Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.
- Practices ethical behavior and intellectual honesty.
- Demonstrates a commitment to literacy, inquiry, and reflection.
- Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.
- Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners
- Demonstrates ability to be understanding, respectful and inclusive of diverse populations
- Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners

Online Portfolio (100 points), Portfolio Matrix (50 points), & Final Presentation (50 points)

Online Portfolio: The purpose of the SHSU Teacher Capstone Portfolio is to evaluate teacher candidates' knowledge and skills in the areas of learners and learning, content knowledge, instructional practice, and professional responsibility. The portfolio provides candidates with an opportunity to display the best examples of their abilities related to these categories (4 total) and to reflect upon their growth over the course of their teacher preparation program. You will have online access to your portfolio through Blackboard and will be uploading items from any point in your program that you believe best represents those principles. Then you will write a very short reflection for each category (300-500 words).

Portfolio Matrix: To become a teacher in Texas, you must pass the appropriate TExES examinations that measure the professional knowledge required of an entry-level educator in Texas public schools. You will be tested on your knowledge of these pedagogy and professional responsibility standards. The portfolio matrix is a physical practice exercise where you will display examples of each competency along with specific examples from your teacher preparation program. A template will be provided along with a list of specific competencies tested from the Pedagogy and Professional Responsibilities (PPR) test.

Final Presentation: A final culminating activity (approximately 5-7 minutes), you will present (via the technology of your choice) a short 6 slide presentation including the following information:

1. Introductory slide that includes:
 - a. Your name
 - b. Your school placement
 - c. Your subject
 - d. Your grade level
2. Benefits of your field experience
3. Challenges of your field experience
4. Competency from the matrix you believe best represents your teaching (something you could easily relate)
5. Competency from the matrix you struggled with (something you struggled to identify and/or relate)
6. Recommendations for methods in the future (would you change anything?)

Professionalism – 100 points

Your professionalism grade will be based on several factors including attendance (tardies/absences), following procedures (both in class and in the field), field experience feedback, and participation in class and online.

Grades

Learning Opportunities/Assignments	Points
Test 1	100
Emerging DDPs	50
Lesson Plan (part of DDPs)	50
Test 2	100
Online Portfolio	100
Portfolio Matrix	50
Final Presentation	50
Professionalism	100
TOTAL OF POINTS	700

Schedule

Date	Topics to be Discussed	Assignments Due
August 23rd <i>Day 1</i>	Orientation	
August 25th <i>Day 2</i>	PPR – Domain 1, Competency 1-2	Sign up for field experience via Google Docs link
August 30th <i>Day 3</i>	What is Curriculum? Philosophical Impacts on Curriculum The Nature of Standards	
September 1st <i>Day 4</i>	PPR – Domain 1, Competency 3-4	
September 6th <i>Day 5</i>	Relationship Between Standards and Objectives Using Standards to Develop Curriculum	
September 8th <i>Day 6</i>	PPR – Domain 2, Competency 5-6	
September 13th <i>Day 7</i>	Objectives Sponge Activities	
September 15th <i>Day 8</i>	PPR – Domain 3, Competency 7-8 Test 1	
September 20th <i>Day 9</i>	The Why, What, and How of Assessment Types of Assessment	
September 22nd <i>Day 10</i>	PPR – Domain 3, Competency 9-10	
September 27th <i>Day 11</i>	Formative Assessment Summative Assessment	
September 29th <i>Day 12</i>	PPR – Domain 4, Competency 11-12	
October 4th <i>Day 13</i>	Reliability and Validity in Assessment Assessment Practices	
October 6th <i>Day 14</i>	PPR – Domain 4, Competency 13 Test 2	
STUDENTS IN FIELD OCTOBER 11TH – NOVEMBER 17TH		Project Learning Tree professional development on November 6th. Reflection due Sunday, November 12th, by 11:59 pm
November 29th <i>Day 15</i>	Recap of Field Experience and Exit Presentation (Location: The Woodlands Center)	Portfolio Matrix and Final Presentation due Wednesday, November 29th, by 11:59 pm
December 1st <i>Day 16</i>	Survey	

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
 - Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
 - Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

Attendance in this class is mandatory and will be recorded each class session. Excessive absences and/or tardies in class or during field experience, regardless of excuse, will result in an overall reduction in the course professionalism grade.

Course Expectations

All out of class work is graded on content, grammar, punctuation, spelling, etc. Late assignments will be penalized twenty points per day that they are late. All out of class assignments should be typed (Times New Roman, 12 point font). All due dates will be given the first week of class. **No extra credit will be given.**

For each hour in class you will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

Professionalism is expected in effort and attitude. This includes communication through technology during class time. It is expected that no contact with the “outside world” will be attempted or received during class. If unauthorized cell phone use occurs, your grade may be lowered one letter grade for each occurrence.

If individual assignments possess a striking similarity to another student’s work, a grade of F will be given for the course and a referral made to appropriate authorities.

Bibliography

Anafara, V. & Stacks, S. (2002). *Middle school curriculum, instruction, and assessment*. Westerville, OH: NMSA.

Carjuzaa, J., & Kellough, R. (2012). *Teaching in the middle and secondary schools* (10th ed.). New York, NY: Pearson.

Cushman, K., & Rogers, L. (2009). *Fires in the middle school bathroom: Advice for teachers from middle schoolers*. New York, NY: The New Press.

Storm, A.G. (2013). *I teach middle school and fear is not an option: A handbook of ideas and suggestions for the novice middle school teacher* (Kindle ed.). Publisher: Book Baby.



College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken and are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.