

**FORT HAYS STATE UNIVERSITY
CURRICULUM AND ASSESSMENT
TEEL 350 CA, CA1, CA2, CA3, CA4
Spring 2006**

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COURSE DESCRIPTION:

Curriculum design, implementation, and evaluation as well as action research strategies that support learning at elementary and middle school levels will be studied. Students will critique and develop curricula appropriate for meeting content and professional standards. Focuses on identification of inquiry strategies, assessments, selection of curricular materials, and research strategies that allow practicing teachers to look closely at their teaching and the nature of practice. Participants will learn to construct, select, and use a variety of instructional strategies and assessment instruments.

TEXTS:

English, F. (2000). *Deciding what to teach and test: Developing, aligning, and auditing the curriculum*. Thousand Oaks, CA: Corwin Press.

Kansas Curriculum Center. (2001). *Is this a Trick Question? A Short Guide to Writing Effective Test Questions*. Topeka, KS: Kansas State Department of Education. (Copy document from Blackboard)

Oosterhof, A. (2003). *Developing and using classroom assessments 3rd Ed.* Upper Saddle River, NJ: Merrill/Prentice Hall.

Sanders, J. (2000). *Evaluating school programs: An educator's guide 2nd Ed.* Thousand Oaks, CA: Corwin Press.

Statewide Committee, (1999). *Kansas curricular standards for civics-Government, economics, geography and history*. Topeka, KS: Kansas State Board of Education.

Statewide Committee, (2001). *Science education standards*. Topeka, KS: Kansas State Board of Education.

Statewide Committee, (2003). *Kansas curricular standards for mathematics*. Topeka, KS: Kansas State Board of Education.

Statewide Committee, (2003). *Kansas curricular standards for reading and writing*. Topeka, KS: Kansas State Board of Education.

OPTIONAL TEXTS:

Taggart, G. L., Phifer, S. J., Nixon, J. A., & Wood, M. (1998). *Rubrics: A handbook for construction and use*. Lancaster, PA: Technomic Publishing Company, Inc.

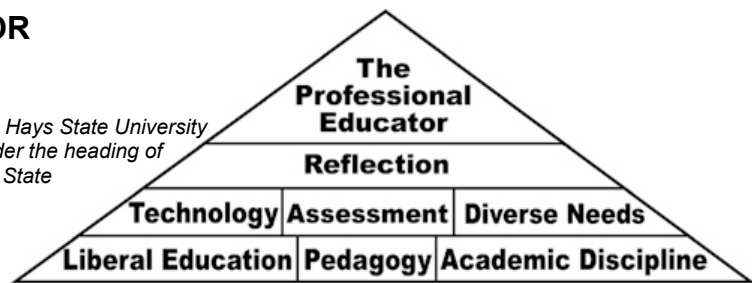
OPTIONAL READINGS:

- Blankenship, C. (1985). Using curriculum-based assessment data to make instructional decisions. *Exceptional Children*, 52, 233-238.
- Carr, W. & Kemmis, S. (1986). *Becoming critical. education, knowledge and action research*, Lewes: Falmer Press
- Chelmsky, E. (1998). The role of experience in formulating theories of evaluation practice. *American Journal of Evaluation* 19(1) 35-55.
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- Combleth, C. (1990). *Curriculum in context*, Basingstoke: Falmer Press.
- Cronbach, L. J. (1983). Issues in planning evaluations. In Cronbach, L. J. *Designing Evaluations of Educational and Social Programs*. San Francisco: Jossey-Bass Publishing. 1-45.
- Dewey, J. (1902) *The child and the curriculum*, Chicago: University of Chicago Press.
- Dewey, J. (1938) *Experience and education*, New York: Macmillan.
- Eisner, E. W. (1993). Reshaping assessment in education: Some criteria in search of practice. *Journal of Curriculum Studies* 25(3), 219-233.
- Fetterman, D. M. (1988). Qualitative approaches to evaluating education. *Educational Researcher* 17(8), 17-23.
- Fuchs, D., & Fuchs, L.S., Benowitz, S., & Barringer, K. (1987). Norm-referenced tests: Are they valid for use with handicapped students? *Exceptional Children*, 54, 263-271.
- Garaway, G. B. (1995). Participatory evaluation. *Studies in Educational Evaluation* 21, 85-102.
- Gratz, D. B. (2000). High standards for whom? *Phi Delta Kappan* 81(9), 681-687.
- Grundy, S. (1987) *Curriculum: product or praxis?* Lewes: Falmer Press.
- Jacobs, H. H. (1989). *Interdisciplinary curriculum: Design and implementation*. Alexandria, VA: ASCD.

- Jeffs, T. & Smith, M. (eds.) (1990) *Using Informal Education. An alternative to casework, teaching and control?* Milton Keynes: Open University Press.
- Jeffs, T. J. and Smith, M. K. (1999) *Informal education. Conversation, democracy and learning*, Ticknall: Education Now.
- Kansas State Department of Education. (2004). *Kansas performance assessment*. Teacher Education and Licensure: Topeka, KS.
- Kansas State Department of Education. (2004). *Policies and procedures handbook*. Teacher Education and Licensure: Topeka, KS
- Kelly, A. V. (1999) *The curriculum. Theory and practice 4th edition*. London: Paul Chapman.
- Kohn, A. (2000). Burnt at the high stakes. *Journal of Teacher Education* 51 (4), 315-327.
- Miller, J. P. & Seller, W. (1985). Curriculum evaluation models. In Miller, J. P. & Seller, W. *Curriculum: Perspectives and Practice*. New York: Longman. Pp. 309-329.
- Ornstein, A. & Hunkins, P. (1998). Curriculum evaluation. In Ornstein, A. & Hunkins, P. (Eds.) *Curriculum: Foundations, Principles, and Issues 3rd edition*. Boston: Allyn & Bacon. Pp. 319-350.
- Paris, S. G., Lawton, T. A., Turner, J. C., and Roth, J. L. (1991). A developmental perspective on standardized achievement testing. *Educational Researcher* 20 (5), 12-20.
- Saez, M. J. & Carretero, A. J. (1998). Evaluating innovation: The case study approach. *Studies in Educational Evaluation* 24(1), 25-43.
- Sirotnik, K. A. & Kimball, K. (1999). Standards for standards-based accountability systems. *Phi Delta Kappan* 81(3), 209-214.
- Tyler, R. W. (1990). Reporting evaluations of learning outcomes. In Walberg, H. J. & Haertel, G. D. (Eds.) *The International Encyclopedia of Educational Evaluation*. Toronto: Pergamon Press. 733-738.
- Wiggins, G. (1996). Designing authentic assessments. *Educational Leadership* 54 (4), 18-25.
- Wolf, R. M. (1990). The nature of educational evaluation. In Walberg, H. J. & Haertel, G. D. (Eds.) *The International Encyclopedia of Educational Evaluation*. Toronto: Pergamon Press. 8-15.
- Worthen, B. R. (1990). Program evaluation. In Walberg, H. J. & Haertel, G. D. (Eds.) *The International Encyclopedia of Educational Evaluation*. Toronto: Pergamon Press. Pp. 42-47.

THE CONCEPTUAL FRAMEWORK FOR PROFESSIONAL EDUCATORS

The conceptual framework for professional educators at Fort Hays State University is defined in terms of the seven goals enumerated below under the heading of "The Professional Educator" in coordination with the Kansas State Department of Education Professional Education Standards.



The Professional Educator

- Goal I: The Professional Educator is liberally educated.** The Professional Educator develops the capacity and disposition to draw on diverse resources from the liberal arts and sciences to answer complex questions based on ethical considerations. S/he develops the capacity and disposition for self-criticism, healthy living and the appreciation for diverse cultures.
{KSDE Professional Education Standards: 6, 7, 11 and 13}
- Goal II: The Professional Educator assumes a professional role within the organizational system of the school.** The Professional Educator interprets and implements regulatory, professional, and ethical standards, utilizing the resources from professional organizations and the knowledge bases from social, historical and philosophical foundations.
{KSDE Professional Education Standard: 10}
- Goal III: The Professional Educator combines an understanding of relevant academic disciplines with an appreciation for pedagogical theory and research.** The Professional Educator develops teaching strategies based on the unique structure and method of inquiry of her/his particular discipline and current research-based pedagogy.
{KSDE Professional Education Standards: 1, 2, 4, 6 and 7}
- Goal IV: The Professional Educator respects and values all persons and provides a supportive environment for diverse learners.** The Professional Educator implements teaching strategies and curriculum designs that accommodate the special needs of individual learners as well as the cultural differences that emanate from a multicultural environment in a global society.
{KSDE Professional Education Standards: 3 and 5}
- Goal V: The Professional Educator integrates appropriate technology into the educational process.** The Professional Educator demonstrates a sound knowledge of educational technology in planning, designing, delivering and evaluating effective learning experiences.
{KSDE Professional Education Standard: 12}
- Goal VI: The Professional Educator demonstrates knowledge and use of multiple assessment and diagnostic techniques.** The Professional Educator utilizes the appropriate measurement theories and a variety of information sources in evaluating student educational needs and achievements.
{KSDE Professional Education Standard: 8}
- Goal VII: The professional Educator utilizes reflection as a tool for self-growth, program assessment and instructional effectiveness.** The Professional Educator uses self-reflection as well as the reflection of others such as peers, mentors, students, supervisors and parents to effect positive changes in curriculum, instruction, and classroom management.
{KSDE Professional Education Standards: 9 and 13}

KSDE ELEMENTARY EDUCATION PROGRAM STANDARDS

(Full standards, including knowledge and performance levels are available at: www.ksde.org)

Standard #1: The elementary teacher demonstrates a high level of competence in use of the English language arts and knows, understands and uses concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas.

Standard #2: The elementary teacher knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data.

Standard #3: The elementary teacher knows, understands, and uses fundamental concepts in the subject matter of science including physical, life, and earth and space sciences as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students.

Standard #4: The elementary teacher knows, understands, and uses the major concepts and modes of inquiry from the social studies and the integrated study of history, geography, the social sciences, and other related areas to promote all students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Standard #5: The elementary teacher can design, implement, and evaluate arts experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward artistic explorations and expression.

Standard #6: The elementary teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students.

Standard #7: The elementary teacher knows, understands, and uses formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student.

Standard #8: The elementary teacher uses his or her understanding of children's characteristics and needs and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive and challenging for all students.

DISPOSITION STATEMENT

The Professional Educator takes diversity* into consideration when valuing:

1. Multiple perspectives from the disciplines and ongoing professional discourse {Conceptual Framework Goals I and III}
2. The inclusion of students, families, communities, and cultures in the educational process {Conceptual Framework Goals I and IV}
3. The development of critical thinking and independent problem solving {Conceptual Framework Goals I, II, and III}
4. Planning educational strategies based on individual student growth in the areas of cognitive, emotional, linguistic, social and physical development {Conceptual Framework Goals IV, V, VI, and VII}
5. The refinement of practices based on reflection, multiple, and ongoing assessment strategies, and learning {Conceptual Framework Goals VI and VII}
6. Professional and ethical standards based on behaviors consistent with professional education roles in areas such as attire, preparation, participation, punctuality, appropriate language usage, communication skills, and interpersonal relationships {Conceptual Framework Goals II and III}
7. The importance of integrating technology in planning, designing, delivering and evaluating effective learning experiences {Conceptual Framework Goal V}

*The definition for **diversity** in the Teacher Education program at Fort Hays State University is as follows: Differences among groups of people and individuals based on culture, ethnicity, race, socioeconomic status, gender, exceptionalities, language, migrant status, sexual orientation, and geographical area.

DEFINITION FOR DIVERSITY-Fort Hays State University Teacher Education Programs

The following is the definition for diversity for Fort Hays State University Teacher Education programs. This definition is intended to make explicit the understandings that administrators, faculty, and candidates have about diversity. **Diversity:** Differences among groups of people and individuals based on culture, ethnicity, race, socioeconomic status, gender, exceptionalities, language, migrant status, religion, sexual orientation, and geographical area.

The FHSU definition incorporates the definitions of Cultural Background, Diversity, and Exceptionalities used by NCATE and the Kansas State Department of Education.

Selected items from the Glossary of NCATE Terms:

Cultural Background. The context of one's life experience as shaped by membership in groups based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Diversity. Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Exceptionalities. A physical, mental, or emotional condition, including gifted/talented abilities, that requires individualized instruction and/or other educational support or services.

Additionally, FHSU recognizes the terms used by Kansas State Department of Education to describe diversity: Race/Ethnicity, Economically Disadvantaged, Students with Disabilities, Students with Limited English Proficiency, Migrant Students and gender.

GOALS/OBJECTIVES/COMPETENCIES/OUTCOMES

Objectives	Conceptual Framework	KSDE El. Ed. Program Standards
1. To acquire theoretical and practical knowledge of curriculum design	I, II, III, IV, V, VI, VII	1p 2, 3, 10, 11, 12 2k 1-12; 2p 1-16 3k 1-11; 3p 1-9 6k 1, 2; 6p 1-3 7k 1-4; 7p 1-6 8k 1, 4; 8p1-4, 7, 8
2. To evaluate curriculum based upon the needs of learners and teachers, alignment with national and state standards, and research-based strategies for instruction and assessment	I, II, III, IV, V, VI, VII	1p 2, 3, 10, 11, 12 2k 1-12; 2p 1-16 3k 1-11; 3p 1-9 6k 1, 2; 6p 1-3 7k 1-4; 7p 1-6 8k 1, 4; 8p1-4, 7, 8
3. To design instruction and assessment to meet learning styles, developmental abilities, and diversity among students <i>KSDE Professional Education Standard 8</i>	I, III, IV, V, VI, VII	2k 1-12; 2p 1-16 3k 1-11; 3p 1-9 6k 1,2; 6p 1-3 7k 1-4; 7p 1-6 8k 1, 4; 8p 1-4, 7, 8
4. To critique, develop, and adapt assessments to compliment instruction <i>KSDE Professional Education Standard 8</i>	I, II, III, IV, V, VI, VII	2k 1-12; 2p 1-16 3k 1-11; 3p 1-9 6k 1,2; 6p 1-3 7k 1-4; 7p 1-6 8k 1, 4; 8p 1-4, 7, 8
5. To design action research to enhance learning on the part of students	I, II, III, IV, V, VI, VII	1p 2, 3, 10, 11, 12 2k 1-12; 2p 1-16 3k 1-11; 3p 1-9 6k 1, 2; 6p 1-3 7k 1-4; 7p 1-6 8k 1, 4; 8p1-4, 7, 8
6. To evaluate and adapt curricular materials that meet the Standards and the needs of learners	I, II, III, IV, V, VI, VII	1p 2, 3, 10, 11, 12 2k 1-12; 2p 1-16 3k 1-11; 3p 1-9 6k 1, 2; 6p 1-3 7k 1-4; 7p 1-6 8k 1, 4; 8p1-4, 7, 8

(k – knowledge, p – performance)

INSTRUCTIONAL STRATEGIES/METHODS:

Will include, but will not be limited to: Web quests, use of Blackboard, library searches, discussion board activities, classroom activities, class projects, and public school personnel interviews.

COURSE ACTIVITIES/REQUIREMENTS:

Class activities and assignments will include, but not be limited to, preparation of materials for internship, written papers, lesson plans, evaluation of curricular materials, and an action research design.

ADA- SERVICES FOR STUDENTS WITH DISABILITIES

Fort Hays State University recognizes its obligation to provide reasonable accommodations to qualified students with disabilities. The university must make reasonable accommodations when the student has provided the Coordinator of Services for Students with Disabilities with objective and appropriately documented evidence supporting the request. If you have any disability, which may impede your access to or your work in this class please let me know as soon as possible. We will accommodate your situation as needed. **The Services for Students with Disabilities Office is located in the Office of Student Affairs, Sheridan 208, 628-4276.**

TEACHER EDUCATION ACCEPTANCE OF LATE ASSIGNMENTS POLICY

All assignments are due as assigned. Assignments submitted within one week past the due date will receive a minimum grade reduction of 20%. No assignment will be accepted more than one week past the due date. Exceptions may be made by the instructor.

ACADEMIC HONESTY

Effective learning may involve differences between students and faculty. Students are responsible for learning the content of courses of study outlined by the instructor regardless of privately-held judgments. They must also demonstrate their attainment in an honest manner. Students who compromise the integrity of the academic process are subject to disciplinary action on the part of the Department of Teacher Education, the College of Education and Fort Hays State University. See Student Handbook.

***SPECIAL NOTE:** Assignments for this course are detailed. The quality of work and growth as a professional are the most important considerations when considering the final grade. The instructor is available for assistance and support through this learning experience. Expectations are high. Best effort and success are expected for succeeding at a high level.

COURSE OUTLINE/ASSIGNMENTS/EVALUATION:

EVALUATION PROCEDURES AND CRITERIA:

Points may be earned through the production of assignments, class participation, and on-line participation in the class discussion board. Points will be deducted for each late assignment. **No assignment will be taken one week past the due date.** (See late assignments policy.) Unless specified, **all assignments should be mailed through the US postal service** to the instructor at Fort Hays State University. Specific assignments may either be submitted through the **Digital Drop Box** or located in the **Discussion Board** in Blackboard. Any exceptions or deviations from the agreed upon due dates should be cleared with the instructor immediately, and always before the due date. If you find that you cannot devote adequate time and resources to the course requirements, then **please consider taking this course at another time.**

WRITTEN ASSIGNMENT CRITERIA

All written assignments submitted should conform to the basic principles of effective writing along with appropriate APA style guidelines, which is widely used in education.

The assignment must be typed or word-processed in a double-spaced format with one-inch margins. Use 12-point type except when graphic effect is your purpose. Please justify the left margin. Also remember good writing involves an important balance of content and form.

Remember that the Writing Center is an excellent place to write or to go for feedback on any kind of writing. Located in the basement of Forsyth Library (FL20), the Writing Center features a computer lab and trained writing consultants. Drop by or call ahead for an appointment (628-4106)--preferably well before your paper's due date. Beginning Wednesday, January 21, hours will be 9:30 a.m.-5:00 p.m. Monday-Thursday, 6:30 pm-8:30 p.m. Monday-Wednesday nights, and 9:30 a.m.-12:30 p.m. on Fridays. **It's FREE!**

TEEL 350 AREAS OF ASSESSMENT

CURRICULUM AND ASSESSMENT - TEEL 350	Possible	Attained
Text Readings-Blackboard Posts and Responses (12 X 5 points)	60	
Professional Journal Summary-Curricular Design	25	
Professional Journal Summary-Textbook Design	25	
Professional Journal Summary- The Role of Action Research	25	
Professional Journal Summary- Diversity Issues When Designing Assessment	25	
Assessment of Mastery - Exam 1 on Curriculum	200	
Assessment of Mastery - Exam 2 on Testing	200	
Instructional Objectives: Cognitive/Affective/Psychomotor	25	
Assessing the Assessment	25	
Test Construction*	200	
Action Research Proposal	25	
Action Research Paper	125	
Action Research Presentation (power point)	100	
TOTAL POINTS POSSIBLE	1060	

*UNIT DATA COLLECTION POINT FOR NCATE RELATED TO ASSESSMENT IN CONCEPTUAL FRAMEWORK

Grade	Percentage Points
A =	100% - 93%
B =	92% - 85%
C =	84% - 76%
D =	75% - 67%
U =	66% - and below

ASSIGNMENTS, ACTIVITIES, AND PROJECTS:

TEXT READINGS-BLACKBOARD POSTS AND RESPONSES (total of 60 points)

Candidates are expected to complete the assigned reading prior to 8:00 p.m. of set date. After reading the assignments as outlined in the course schedule, candidates will post his or her comments, thoughts, ideas, questions, possible applications, etc. on Blackboard's discussion board. Discussions are an integral part of the course agenda. ***The post is not a summary.*** Candidates will also re-visit the discussion board, read other threads, and respond to colleagues. **A total of five (5) points** will be given

for posting the twelve (12) assigned requirement(s) on the discussion board and reply to a peer. The candidate will:

1. Respond to question/statement
2. Relate response to current experience(s)
3. Relate response to research in education
4. Relate response to how the reading reflected you or allowed you to look at an issue differently
5. Reply to at least one additional (peer) comment

The schedule may be subject to change as conditions dictate.

Read/Post by 8:00 pm	Chapter(s) WWW or Blackboard	Reading Assignment	Chapter(s) WWW or Blackboard	Reading Assignment
Jan. 20	1	English, F. (2000)	1	Sanders, J. (2000)
Jan. 27	2	English, F. (2000)	2	Sanders, J. (2000)
Feb. 3	3	English, F. (2000)	WWW	Site References
Feb. 10	4	English, F. (2000)	WWW	QPA, NCLB
Feb. 17	WWW	4 KSDE Standards	Blackboard	Is this ...question?
Feb. 24	3-6	Sanders, J. (2000)		
Mar. 3	Blackboard	Action Research		
Mar. 10	1-2	Oosterhof, A. (2003)		
Mar. 17	3-5	Oosterhof, A. (2003)		
Mar. 31	6-10	Oosterhof, A. (2003)		
Apr. 7	11-14	Oosterhof, A. (2003)		
Apr. 14	15-17	Oosterhof, A. (2003)		

FOUR (4) PROFESSIONAL JOURNAL SUMMARIES (total of 100 points)

Choose articles for each summary (within the last three years) from the professional literature (found in the library or in RH 231) on issues pertaining to:

1. Curricular Design (25 points) **DUE January 26 (2 articles)**
2. Textbook Design (25 points) **DUE February 16 (3 articles)**
3. The Role of Action Research (25 points) **DUE March 16 (4 articles)**
4. Diversity Issues When Designing Assessment (25 points) **DUE April 6 (5 articles)**

The articles you choose to critique must deal with curriculum and assessment issues. You must rely on authoritative sources (i.e. don't rely on gossip-type sources) to obtain your articles; the articles must be research-based and original. First, critically read the article and determine the author's thesis. Second, provide a brief summary (one to two paragraphs), concisely presenting the gist of the articles. Then, discuss the validity of the articles as you articulate your opinion about the issues discussed. Most importantly, discuss the pedagogical implications of the article in terms of how it can help you in the instructional process.

Your summaries must be typed or word-processed using 12-point font, double-spaced with one-inch margins. Include a cover page (identifying the course, assignment, your name, date, instructor's name, and Fort Hays State University) and a separate reference page. Using a header, identify the assignment and page number in the upper right hand corner of the page. Staple your summary together. (Do not enclose the assignment in any folders or pocket files.) Proofread and revise your critique carefully because content is equally important to form (grammar, diction, mechanics, & organization). Remember to pay close attention to the style of documentation avoiding any inconsistencies in citing primary and secondary sources. Your summary should be a maximum of three pages.

ASSESSMENTS OF MASTERY (total of 400 points)

Two assessments will be given throughout the semester demonstrating mastery of a skill or concept.

Exam 1 on Curriculum = 200 points **DUE March 2**

Exam 2 on Testing = 200 points **DUE April 20**

INSTRUCTIONAL OBJECTIVES: Cognitive/Affective/Psychomotor (25 points)

Candidates will write nine (9) instructional objectives of different complexity:

Three (3) Low-level objectives: **DUE April 13**

- Cognitive outcomes that address recognition, recall, or comprehension
- Affective outcomes that address receiving or responding
- Psychomotor outcomes that address preparedness

Three (3) Medium-level objectives: **DUE April 13**

- Cognitive outcomes that address application or analysis
- Affective outcomes that address valuing or organizing
- Psychomotor outcomes that address proficiency

Three (3) High-level objectives: **DUE April 13**

- Cognitive outcomes that address synthesis, evaluation, or reformulation
- Affective outcomes that address characteristics by value
- Psychomotor outcomes that address automaticity or adaptation

Objectives should be clearly stated:

- Objectives are consistent with the school's long-term curriculum goals
- Objectives cross-referenced with school curriculum
- Objectives are consistent with state and district standards
- Objectives are consistent with the physical and mental maturity of pupils
- Objectives are developmentally appropriate – Theories of human development evident in the selection and development of the unit's objectives
- Objectives reflect the current performance level of pupils with respect to the objectives established for a unit of instruction
- Objectives may include the ABCD components: Audience, Behavior, Condition, and Degree
- Objectives contain a measurable verb, a criterion, and the setting or condition of measurement

Objectives should contain references to four (4) elements (i.e. ABCD components):

1. The pupil
2. The instructional activity in which the pupil will participate
3. What the pupil will be able to do
4. The criterion by which you will measure whether the pupil can perform the task

ASSESSING THE ASSESSMENT (25 points) **DUE March 30**

Candidates will evaluate an assessment and determine the following: Learning Gains, Stanine, T-score, Percentile, Normal Curve Equivalent, Grade/Age Equivalent, etc. for a group of students. Based on the information given, candidates will write a paper on their findings and make decisions on whether the students should continue, be given enrichment materials, or be re-taught.

TEST CONSTRUCTION* (200 points) **DUE April 27**

Candidates will construct a test including ten (10) short-answer items, three (3) essay items with scoring plans, five (5) multiple choice items, and one (1) performance assessment.

ACTION RESEARCH PROPOSAL (25 points) **DUE March 9**

Proposal must be submitted on or before due date. Any proposal turned in after that time will not be

accepted. The organization of the proposal is up to the candidate. However, any good proposal answers the following questions with as many specifics as are available:

- Introduction
 - What question will you attempt to answer?
 - Why is the problem important and/or interesting?
 - What has been done and what do others know concerning your problem or a similar problem?
 - What is your hypothesis?
- Approach
 - How do you plan to test your hypothesis?
 - What is your schedule?
 - What resources (equipment, materials, etc.) will you need to complete your project?
 - What kinds of problems do you anticipate?
 - What will you do to overcome the problems?

The candidate's proposal must be typed or word-processed in a double-spaced format with one-inch margins. Use 12-point type except when graphic effect is your purpose. Please justify the left margin. The length of the proposal must be no less than one full page and no more than two full pages. NOTE: You will find that if your proposal is well written, much of your work for the remainder of the action research project is finished.

The following factors will be used to evaluate your proposal:

- Question is clearly stated
- Hypothesis is clearly stated
- Importance of question discussed convincingly
- Formatting instructions followed
- Proposal neat and text free of spelling and grammatical errors
- Previous knowledge adequately discussed
- Approach described clearly and fully
- Approach is likely to succeed
- Schedule and required resources are reasonable
- Potential problems are discussed

ACTION RESEARCH PAPER (125 points) DUE April 24

Action Research is the process of collecting data about an ongoing system with the purpose of improving practice. Candidates will write an eight (8) to ten (10) page action research paper in APA format. Include a cover page (identifying the course, assignment, your name, date, instructor's name, and Fort Hays State University) and a separate reference page. The candidate's paper must be typed or word-processed in a double-spaced format with one-inch margins. Use 12-point type except when graphic effect is your purpose. Please justify the left margin. Each of the following factors will be used to evaluate your paper and the factors will be weighted equally. There are five steps to take in action research:

1. Statement of the Problem

Ask yourself questions such as

- What are your specific interests?
- What are manageable questions?
- What will benefit your self?
- What will benefit your classroom in the future?
- What is a practical and important problem?

Then you would decide on the problem (your question and hypothesis) that you would like to concentrate on. Discuss why. Make sure it is broad enough to allow for a range of insights and findings but also that it is narrow enough to be manageable with your time frame and daily work.

2. Brief Description of the Project

Decide on what you will develop and implement in order to experiment the focus you have chosen. Review current literature and cite five (5) references in your paper. Think about if you will focus on existing practices to help you enhance your research. If you do want to use existing practices decide which ones to incorporate. Decide on a timeline for what you want to accomplish. Then decide how you will gather your data (surveys, notes, student work, etc.) and use data from multiple sources that are collected on a regular basis.

3. Research Design

Describe your method of action research and data collection. For example, if your design was of a quantitative nature and included a survey, tell how you developed, administered, and collected data on the survey. If your design was of a qualitative nature, tell how you collected and showcased the information gained.

4. Results

Look at the data and decide what you can learn from the data. Are there any patterns, insights, and/or understandings? Decide if there is meaning to the patterns, insights and new understandings to what you have implemented. Discuss data results to colleagues to see if they might see data differently than what you do. Display data in simple tables and charts.

5. Conclusions

Reflect on what you will do differently in your classroom as a result of your study. Share with others by showing them your results. Make sure the findings are useful to others and your self. Explain how the problem changed or became worse because of changes in your practice.

ACTION RESEARCH PRESENTATION (100 points) DUE April 27 and May 4 (Final)

As a culminating activity, candidates will write a one (1) page abstract (see examples in Blackboard) and develop a power point presentation over their action research project to share with their peers. The power point presentation should include the following:

- Statement of the Problem
- Description of the Project
- Research Design
- Results (with graphic representation)
- Conclusions

TECHNOLOGY ISSUES:

INSTRUCTIONAL METHODS

Welcome to TEEL 350 Curriculum and Assessment. This is an online class, and is conducted 100% over the Internet. The *Blackboard Internet Course Site* will provide you with the course content for this class.

JUST A FEW WORDS OF WISDOM OR SHOULD I SAY WARNING BEFORE YOU BEGIN.

REQUIRED ITEMS YOU WILL NEED:

A powerful computer with a printer, internet access and an email address that you check daily, Microsoft Office (you should already have) and Inspiration (you should already have.) You must have Microsoft Office. For example you may not use Microsoft Works. It likely came preloaded on your computer and you have been using it. But it does not work with Blackboard and the Digital Dropbox.

DO NOT USE MICROSOFT WORKS. The files arrive corrupt and you will have to re-do them. Make sure you are using Microsoft Word and the file extension must be on the file name.

For Example: Word files. Assignmenttitle.doc

PowerPoint: assignmenttitle.ppt

Excel: assignmenttitle.xls

Resource: CHEAP sources for ordering software

To order the software from the internet, (Adobe Photoshop Elements 2.0, or Office or Inspiration, Windows XP, or whatever) go to one of these sites: <http://www.campustech.com> or <http://www.JourneyEd.com>. *CampusTech, Inc.* and *JourneyEd* sell software at approximately 70% off prices and can only sell at academic prices to qualified educational customers in the United States. To be eligible for their special discounted prices, they must verify that your academic status meets the software publishers' requirements. This takes some time and if you wait until class begins you might be behind immediately.

- 1. Always read the "ANNOUNCEMENTS"** section for NEW Information every time you login. READ the announcements EVERY SINGLE TIME, do not skip. Important information, changes, details about that week's lessons, etc. are found in the announcements section. It will save you time in the long run.
- 2. Save a copy** (on disk, on your computer, someplace) of every assignment when it is completed. Unfortunately, we can't always depend on technology to work the way we want and if something doesn't transmit to me properly, it will be much easier to re-send or re-do, if you have saved a copy. If you have not saved a copy, it will require recreating the assignment. I cannot and will not just take your word for it.
- 3. READ everything before beginning.** You might miss something important if you don't.
- 4. All assignments must be received** by the assignment due date.
- 5. Handouts** are available in Course Documents and Assignment section of Blackboard. Go there to read and/or print the handouts for the assignments and lessons.
- 6. The best way to contact** me with a problem is through email or drop by my office during posted office hours. I try to check email daily – sjacobs@fhsu.edu

Blackboard Instructions

- The on-line course information is located at <http://blackboard.fhsu.edu>
- Click the gray **LOGIN** button under the Tiger logo.
- You will be prompted to enter your **user name** and **password**. Your user name is your first initial, middle initial and last name, no spaces, lower case (example: jldoe). Your password is the last four digits of your social security number.
- Click the **OK** button. A screen comes up and on the right side under my courses, if you have never taken an online class before, click on the words Blackboard **Student Tutorial** first and complete the tutorial. When you have completed the tutorial and feel comfortable with the workings of Blackboard, Click on Spring TEEL 350 Curriculum and Assessment. Do the Tutorial before you do anything else. There will be various buttons along the left side of your screen, always click on **Announcements** first. The announcements section will be my place to communicate with all of you. Do not skip it!! It will contain information about class each week. If you neglect to check the announcements before class each week, you will likely miss something important needed for class and assignments.
- Submitting your assignments through the **Digital DropBox**. Detailed instructions are posted in the Assignments section in Blackboard and below.

Using the digital DropBox to submit your assignments.

- Click on the **Tools Button** and click on **Digital Drop Box**
- When it opens, click on the Send File button at the top. *The ADD File button only puts a copy in your (the student) DropBox so you can work on it later.* You must use the **SEND File** button.
- Type in the title of the your Assignment (*Chapter 1 Assignments*) in the box.

Assignment titles are always listed with the assignment instructions. Assignments not titled as instructed will not be graded.

4. Then click on **Browse button** and find your file from wherever you saved it. Note: you must type your assignments in MS WORD. Save the file on a disk or your hard drive.

5. The comments box is just for comments, message to the instructor, etc. DO NOT type your assignments in the comments box.

From the Announcements inside Blackboard

READ all announcements

Make sure you scroll down and read all announcements each time you log in so that you do not miss anything important. The newest announcements will always be on top with the date it was posted.

When I send an email to the entire class, I always post it as an announcement as well, just in case you don't receive the email. So, if you notice these email announcements and you have not actually received them via your personal email, you need to be checking into the reason you are not receiving email.

Update Your Personal Information

Please change your Personal Information. The university automatically enters an assigned email address for you. If you DO NOT use that email address, you must change it in the Personal Information section, follow the instructions in the YELLOW box at the top of the page above the tabs. If you do not have the email address you really use entered, you will miss all communication during the semester. Please DO NOT make your email address private. There may be items you will email to classmates.

How to Contact the Instructor

Email is the best way to contact me. But, please tell me who you are (first and last name) and which class you are enrolled in (TEEL Curriculum & Assessment Section CA or section CB). I have more than one online section of this course. Your full name and class in the email will help me a great deal, plus use TEEL Curriculum and Assessment in the subject line of the email.

Viewing PDF files

Adobe Acrobat Reader

You will need Adobe Acrobat Reader loaded on your computer. It is FREE and very likely already is on your computer. It will allow you to open and read most of the files for this class. They are in PDF format (Portable Document Format). If you need to Download Adobe Acrobat Reader go to:

<http://www.adobe.com/acrobat> and follow the instructions.

More Details

Hopefully, everyone has finished the Blackboard Student Tutorial and is ready to begin reading the assignments and working on the first assignments. A couple of you have expressed a concern with downloading FREE Adobe Acrobat Reader (www.adobe.com/acrobat) so that you can open the PDF files. PDF files are very common. It is very important that you have Adobe Acrobat Reader on your computer. I would also encourage you to update your internet browser to the most recent version of Internet Explorer. A current version of the browser software is very important. If you don't know how to do this, I would encourage you to find someone locally that is knowledgeable to help, maybe a friend, a teacher, your local internet provider, etc. In fact, I would encourage you to use Internet Explorer.