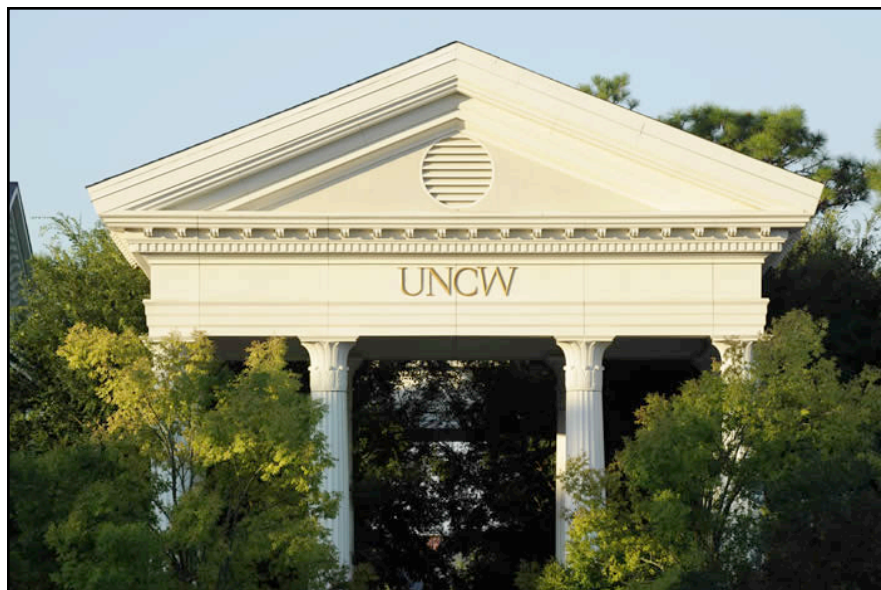


# LIC 501 Research-Based Instructional Design and Assessment (K-6)



Co-requisites: LIC 500 Advanced Study of Theory and Pedagogy (3); LIC 540 Language & Literacy I K-6 (3); LIC 531 Field Experience Lab

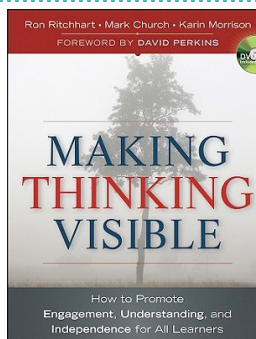
UNCW Catalog Description:  
Credits: (3)

Short-term and long-term planning structures emphasizing including standards-based units and lesson design, scaffolding strategies, and ways to effectively assess student learning. Emphasis on using research literature as well as formative and summative assessment data to design curriculum.

## OVERVIEW AND REQUIRED MATERIALS

This course meets two hours (with 45 minutes of web-based work) weekly plus homework and assignments. Students are expected to arrive on time and stay for the duration of the class.

Content will also be delivered via the Blackboard Learn™ course page where readings, videos, and discussions and activities will be assigned.



### Required Materials:

- *Making Thinking Visible* by Ron Ritchhart, Mark Church, and Karin Morrison
- *Concept-Based Curriculum and Instruction for the Thinking Classroom* by Lynn Erickson
- A (free) Google account
- A (free) Diigo account

### Instructors' Contact Information

#### **Dr. Susan Catapano**

Education Building 318

Phone: 910.962.7554

Email: [catapanos@uncw.edu](mailto:catapanos@uncw.edu)

#### Office Hours:

Please call for an appointment.

#### **Dr. Elizabeth Crawford**

Education Building 218

Phone: 910.962.2916

Email: [crawforde@uncw.edu](mailto:crawforde@uncw.edu)

Skype: eoutlawcrawford

#### On-Campus Office Hours:

Mondays 10 AM - 12 PM

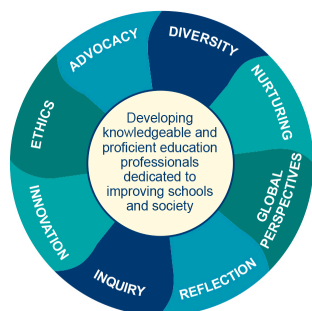
Wednesdays 1 - 3 PM

Thursdays 10 AM - 12 PM

#### Online Office Hours:

Thursdays 2-4 PM

Fridays 9 AM - 12 PM



## COURSE OBJECTIVES

*By the end of the course, students will demonstrate the following understandings, skills, and dispositions as related to elementary grades teaching and learning:*

### Understandings

- Understand the conceptual elements of diverse curriculum theories and effective teaching models.
- Know the relationship between curriculum, instruction, and assessment.

### Skills

- Evaluate contemporary research, issues, and practices in instructional design.
- Compare and contrast diverse curriculum theories and approaches.
- Analyze the benefits of integrated teaching and learning (e.g., based on research on the brain; incorporation of all learning domains; efficiency for teachers; interconnectivity of seemingly discrete disciplines).
- Demonstrate the qualities of an integrative teacher (e.g., have sense of the “big picture”; design meaningful learning activities; help children to make connections).
- Design and implement integrated instructional plans.
- Determine effective strategies for technology integration across the elementary grades.
- Select authentic assessments in which interdisciplinary concepts,

content, and skills are integrated.

- Use concept mapping to demonstrate content and pedagogical knowledge in an integrated unit of study aligned with Common Core and NC Essential Standards.
- Use proper APA 6th edition formatting, including in-text citations and reference lists.

### Dispositions

- Be a reflective practitioner.
- Demonstrate open-mindedness and respect for diverse perspectives.
- Be ethical and honest in all contexts.
- Value academic rigor and personal challenge.
- Set goals for personal and professional development.

## RELATED NC STANDARDS FOR GRADUATE TEACHER CANDIDATES

- Demonstrate effective ongoing communication, collaboration, and team-building among colleagues. *[Standard I]*
- Participate in professional learning communities. *[Standard I]*
- Collaboratively design and implement curriculum and instruction that is responsive to learner differences. *[Standard II]*
- Demonstrate in-depth knowledge of curriculum, instruction, and assessment. *[Standard III]*
- Develop relevant, rigorous curriculum. *[Standard III]*
- Seek out and use existing research to inform school practices. *[Standard IV]*
- Model technology integration that supports student learning. *[Standard IV]*
- Model personal and professional reflection to extend student learning and school improvement. *[Standard V]*

## Course Policies

### ATTENDANCE

- Students arrive on time and attend every class for the duration.
- Two late arrivals (i.e., 10+ minutes late) and/or early departures (i.e., 10+ minutes early) will constitute one unexcused absence.

### HONOR CODE

- Honor Code offenses (e.g., plagiarism, cheating, fabrication) are serious and will result in sanctions set forth in UNCW policy, including, but not limited to, a 0 on the assignment and may result in a failing grade for the course.

### COURSE WORK

- Late course assignments are deducted 20% each 24-hour period.

## Course Support

### Students with Disabilities

Students with diagnosed disabilities should contact promptly the Office of Disability Services (910.962.7555). Any student who needs accommodations based on a disability should contact me to discuss his or her needs, providing a copy of the letter from the Office of Disability Services detailing class accommodations needed. Please see the Disabilities Services for additional information and resources.

### University Learning Center

Students are encouraged to access The Writing Center (DePaolo Hall 1003). One-on-one consultations and electronic responses to papers through the Online Writing & Learning (OWL) program are available. Visit <http://www.uncw.edu/ulc> for more information.

# Course Assignment Overview

COURSE SYLLABUS

FALL 2016



## In-Class Participation (10%)

Each class, students will discuss the week's assigned readings/videos in a small group setting. In addition, students will share a teaching strategy or resource that relates to the week's topic. At the end of each class, each student will also complete an exit ticket as a form of formative assessment. Preparation for and active participation during class will account for the student's in-class participation credit. Note that should a student be absent or is off-task (e.g., texting during class), it is not possible to make up participation credit from that session.

## Field Research & Reflections (15%)

In conjunction with the field experience, students will gather information and resources to share and reflect upon with peers. Examples include: analyzing classroom space; interviewing the classroom teacher about behavior management and curriculum planning; and observing 3+ lessons and reflecting upon strategies used, how students were grouped and assessed, and more. Field Research & Reflections will be shared electronically 3 times during the semester (x 5% each).



## Field Original Lesson Plan (15%)

Each student will design and teach an original lesson plan in an elementary classroom during the required 10 hours of field work. Lesson plans must be written in adequate detail to be implemented by any teacher. Students will collect 3+ student work samples to analyze and will write an original reflection of their teaching experience. **Successful completion of the field experience is required to pass this course.**

## In-Class Lesson Demonstrations (15%)

In groups of 2-3, students will deliver an original 30- to 45-minute demonstration of a thinking routine or other research-based strategy. Requirements include: (1) an overview of the routine or strategy presented using a technology tool citing empirical research on its effectiveness and considerations for elementary educators and (2) facilitation of an original elementary grades lesson plan using the chosen strategy. **Groups must submit a written lesson plan to the instructor a week before implementation for feedback and approval.**

## Global, Solution-Focused Curriculum Development Project (30%)

This semester, we will act as curriculum developers and researchers! In collaborative groups called "design teams," you will design interdisciplinary curriculum units based upon the Goals for Sustainable Development. This unit of study should reflect research-based practices in solution-focused, interdisciplinary teaching and learning. Possible themes include: human and animal rights, environmental issues, and sustainability. Using humane education materials as springboards, your design team will (1) research and write an introduction about your content using reputable sources cited in APA formatting, (2) develop a concept map, (3) compile a rich variety of resources throughout the semester in our course Diigo group; and (4) write an original curriculum unit comprised of 5 or more interdisciplinary learning activities with formative and summative assessments. You will pilot one or more lessons in a local elementary school, learning what is effective with children, after which time you will revise your curriculum and prepare it for publication on the web.



## EXTRA CREDIT

Students will be afforded two of many professional opportunities, such as participation in online webinars, worth 2% each added to the student's overall course average. Please see Blackboard Learn™ for specific directions for extra credit.



## Final Presentation (15%)

In curriculum design teams, students will prepare a 15- to 20-minute multimedia presentation of their original theme-based curricular materials delivered via a professional website platform (e.g., Weebly). Required components include: content explained via mapping; learning activities with resources and how students will "take action"; and a reflection on the experience of working in collaborative design teams.

## GRADING SCALE

A 94-100%	C+ 77-79%
A- 90-93%	C 74-76%
B+ 87-89%	C- 70-73%
B 84-86%	F <69%
B- 80-83%	

# Course Organization

This course will be structured around the authentic learning experience of creating curricular materials to be piloted in elementary classrooms.

Students will apply their learning of concepts and strategies included in our required texts and other readings and videos as



assigned by developing learning activities for teachers and students.

An agenda with guiding questions and readings will be posted the week prior to each class session. Students are responsible for coming to class prepared to discuss and share every class period.

**\*\* Note this agenda is subject to change. \*\***

## Important Field Work Dates & Deadlines

### Monday, September 19 at 5:00 PM

Placements will be sent to students. Students establish a schedule for observation and teaching. Review grade-level standards to determine global focus.

### October 2 at 11:59 PM

Classroom sketch & teacher interview

### October 23 at 11:59 PM

3 lesson observations and analysis

### November 13 at 11:59 PM

Lesson Plan taught with 3+ work samples and reflection due in Blackboard Learn.

### Friday, November 18

All field experience requirements are completed. Log of 10+ hours for LIC 501 submitted.

### November 20 at 11:59 PM

Field experience reflection in Edmodo.

Week / Class Session	Topic	Due
Week 1 August 23	Course Introduction	Create Google+ and Diigo Accounts by Sunday, August 28
Week 2 August 30	Concept-Based Instruction	Course Readings and Class Preparation (see Blackboard)
Week 3 September 6	The Science of Learning	Course Readings and Class Preparation (see Blackboard)
Week 4 September 13	Short- and Long-Term Planning: Integrated, Content-Aligned Explorations of the World	Course Readings and Class Preparation (see Blackboard)  Note: Placements go out by 9/19. Contact your field placement teacher and make a schedule for observations. Review standards to determine global focus of unit plan.
Week 5 September 20	Integrated Unit Planning	Course Readings and Class Preparation (see Blackboard)



Week / Class Session	Topic	Due
Week 6 September 27	<i>Concept-Based Unit Planning</i>	Course Readings and Class Preparation (see Blackboard)  <b>Field Assignment #1: Learning Spaces and Teacher Interview due 10/2</b>
Week 7 October 4	<i>Backward Design Stage 1: Key Content, Essential Questions, Big Ideas, and More</i>	Course Readings and Class Preparation (see Blackboard)  Begin researching content and posting content-specific resources in Diigo.
Week 8 October 11	<i>Backward Design Stage 2: Formative and Summative Assessment</i>	Course Readings and Class Preparation (see Blackboard)  Begin to draft Backward Design Stage 1 of unit plan. Post sample high quality resources in Diigo.
Week 9 October 18	<i>Backward Design Stage 2: Formative and Summative Assessment (con't)</i>	Course Readings and Class Preparation (see Blackboard)  Continue to draft Backward Design Stage 1 of unit plan. Continue to post sample high quality resources in Diigo.  <b>Field Assignment #2: 3 Lesson Observation and Analysis due 10/23</b>
Week 10 October 25	<i>Backward Design Stage 3: Planning Learning Experiences and Instruction</i>	Course Readings and Class Preparation (see Blackboard)  Draft Backward Design Stage 2 of unit plan. Post solution-focused assessment examples in Diigo.
Week 11 November 1	<i>Concept-Based Inquiry Lesson Planning</i>	Course Readings and Class Preparation (see Blackboard)  Draft outline of Backward Design Stage 3 of unit plan. Post high quality lesson plan examples in Diigo.

Week / Class Session	Topic	Due
Week 12 November 8	<i>Project-Based Learning</i>	<p>Course Readings and Class Preparation (see Blackboard)</p> <p>Continue to draft Backward Design Stage 3 of unit plan. Post high quality lesson plan examples in Diigo.</p> <p><b>Original Lesson Plan Taught with 3 Work Samples and Reflection due 11/13</b></p>
Week 13 November 15	<i>Direct Instruction Lesson Planning</i>	<p>Course Readings and Class Preparation (see Blackboard)</p> <p>Continue to outline Backward Design Stage 3 of unit plan. Post high quality lesson plan examples in Diigo.</p> <p><b>Field Assignment #3: Reflection on Field Experience Posted in Edmodo due 11/20</b></p>
Week 14 November 22	<i>Unit Planning: Small Group Meetings</i>	Schedule individual small group meeting with Drs. Catapano and Crawford. No in-class meeting.
Week 15 November 29	<i>Course Wrap-Up</i>	Course Readings and Class Preparation (see Blackboard)
Finals Week December 6	Final Presentations 5:00 - 7:00 PM	<b>Global Curriculum Unit due December 6</b>

You are encouraged to consider how you may incorporate the celebration of international holidays throughout your curriculum. Below is a listing of sample fall holidays.

Holiday	Webpage
International Literacy Day - September 8	<a href="https://worldliteracyfoundation.org/ild/">https://worldliteracyfoundation.org/ild/</a>
International Day of Peace - September 21	<a href="http://internationaldayofpeace.org/">http://internationaldayofpeace.org/</a>
World Habitat Day - October 3	<a href="http://www.un.org/en/events/habitatday/">http://www.un.org/en/events/habitatday/</a>
World Animal Day - October 4	<a href="http://www.worldanimalday.org.uk/">http://www.worldanimalday.org.uk/</a>
International Day of the Girl Child - October 11	<a href="http://www.dayofthegirl.org/">http://www.dayofthegirl.org/</a>
World Food Day - October 16	<a href="http://www.fao.org/world-food-day/2016/home/en/">http://www.fao.org/world-food-day/2016/home/en/</a>

**Required Texts**

- Erickson, L. (2006). *Concept-based curriculum and instruction for the thinking classroom*. Thousand Oaks, CA: Corwin Press.
- Ritchhart, R., Church, M. & Morrison, K. (2011). *Making thinking visible*. San Francisco, CA: Jossey-Bass.

**Key Course Resources**

- Diigo: <https://groups.diigo.com/group/lic501-spring2016>
- Institute for Humane Education. (2016). Retrieved from <http://humaneeducation.org/>
- LEARN NC. (2011). *The Globally Competent Teaching Continuum*. Retrieved from <http://www.learnnc.org/lp/editions/global-continuum/contents>
- The Global Goals for Sustainable Development. (n.d.) Retrieved from <http://www.globalgoals.org/>
- Google Drive: <https://drive.google.com>
- Think Global. (2016). World's largest lesson. Retrieved from <https://globaldimension.org.uk/worldslargestlesson/>

**Academic Resources**

- American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6<sup>th</sup> Edition). Washington, D.C.: Author.
- International Society for Technology in Education. (ISTE). (2007). ISTE's Educational Standards for Students. Retrieved from [http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS\\_for\\_Students\\_2007.htm](http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm)
- North Carolina Department of Public Instruction. (2012). NC Essential Standards. Retrieved from <http://www.dpi.state.nc.us/>
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). Common Core Standards. Retrieved from <http://www.corestandards.org/the-standards>

**Select References for Weekly Readings**

- Ainsworth, L. (2010). *Rigorous curriculum design: How to create curricular units of study that align standards, instruction, and assessment*. Englewood, CO: Learn +Learn Press.
- Barell, J. (2007). *Why are school buses always yellow? Teaching for inquiry, PreK-5*. Thousand Oaks, CA: Corwin Press.
- Birbili, M. (2007). Making the case for a conceptually based curriculum in early childhood education. *Early Childhood Education Journal*, 35(2), 141-147.
- Erikson, H.L. (2007). *Concept-based curriculum and instruction for the thinking classroom*. Thousand Oaks, CA: Corwin Press.
- Joyce, B., Weil, M., & Calhoun, E. (2004). *Models of teaching*. Boston: Pearson.
- Kid World Citizen. (2016). Activities that help young minds go global Retrieved from <http://kidworldcitizen.org/>
- Kluth, P., & Danaher, S. (2010). *From tutor scripts to talking sticks: 100 ways to differentiate instruction in K-12 inclusive classrooms*. Baltimore: Paul H. Brooks Publishing Co.
- George Lucas Foundation. (2016). Edutopia: What works in education. Retrieved from <http://www.edutopia.org>
- Harris, J., & Hofer, M. (2012). Learning Activity Types Wiki. Retrieved from <http://activitytypes.wmwikis.net/>.
- Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054.
- Moore, K.D. (2009). *Effective instructional strategies: From theory to practice*. Los Angeles: SAGE.
- Rothstein, D., & Santana, L. (2012). *Make just one change: Teach students to ask their own questions*. Cambridge: Harvard Education Press.
- Teaching Tolerance. (2016). Classroom strategies. Retrieved from <http://www.tolerance.org/professional-development/strategies>