CI 6318: Effective Instruction and Assessment
Angelo State University College of Education

Summer 2009

San Angelo Class Dates/Hours:       June 1-12, 2009
                                  9:00 am - 3:00 pm, M-F (lunch break)
San Angelo Location:               CARR 128

Hill Country Class Dates/Hours:     July 6-17, 2009
                                  9:00 am – 3:00 pm, M-F (lunch break)
Hill Country Location:             TBA

Professors: Dr. Kim Livengood       Dr. Amy Williamson
    Assistant Professor            Assistant Professor
    Department of Curriculum &     Department of Curriculum &
    Instruction                   Instruction
    Office: CARR 126              Office: CARR 125
    Phone: 325.942.2647, ext. 478   Phone: 325.942.2647, ext. 252
    Email: kim.livengood@angelo.edu Email: amy.williamson@angelo.edu

Livengood Office Hours:
    Tuesday 9:30 am- 11:00 am
    E-Hours: M, W & Th. 9:30 am – 10:30 am
    M-Th. 1:00 pm – 2:00 pm

Williamson Office Hours Summer I:
    T, W & Th 8-9, 3-5
    E-Hours: M & F 8-9, 4-5

Williamson Office Hours Summer II:
    July 6-17 E-Hours (Hill Country)
    July 21-August 6
    E-Hours: M & F 9-10, 2-3
    T, W, & Th 9-10, 4-5

Course Description:

Learn effective and practical instructional methods that utilize appropriate
technology and engage students in a variety of formats. Study responsive
instruction practices that incorporate continuous assessment into the delivery.

Course Objectives: By the end of the course, the student will:

a.    Apply the knowledge of human growth and development of middle and high
      school students to appropriate instructional planning and assessment.

b.    Incorporate elements of successful classroom organization and management into
instructional planning and assessment.

c. Apply elements of instructional planning and assessment to the development of lessons and units responsive to the diversity of individual students.

d. Develop a course outline incorporating the Texas Essential Knowledge and Skills (TEKS) of the pre-service teacher’s major content area.

e. Establish appropriate instructional technological venues that can be used with middle and secondary school students.

f. Determine and develop appropriate measurements and evaluations of student achievement.

g. Develop three lesson plans and implement one mini-lesson utilizing research-based teaching techniques that integrate learner-centered activities and address learning styles, multiple intelligences and culturally responsive pedagogy appropriate to the learning needs of middle and high school students that address:
   - Pre-service teacher’s major content area
   - TEKS to be mastered in pre-service teacher’s major content area
   - Lesson design components
   - Research-based teaching strategies, learner-centered activities and culturally responsive strategies appropriate for middle and high school students in the pre-service teacher’s major content area
   - Learning styles and multiple intelligences of middle and high school students
   - Technology usage by the pre-service teacher and students in the pre-service teacher’s major content area
   - Assessment of objectives/TEKS mastered by students in pre-service teacher’s content area

h. Recognize and embrace dispositions of teachers and professional ethics

i. Accumulate and organize developed teaching materials

Required Textbook:

This book is custom designed to combine chapters from multiple books to save on the cost of books. You should be able to buy it through the Angelo State University Bookstore.

Expectations:

1. The Nature and Purpose of Graduate Study at Angelo State University:

The purpose of graduate education is to provide for advanced and specialized training beyond the baccalaureate program. Graduate study is intended to strengthen the academic and professional competence of the student, to develop the student’s capacity for independent study, to familiarize students with past and current research, to train the student in the techniques of research, and to enable the student to relate his or her research to the investigations of other scholars and derive significant implications from the relationships.
Graduate study presupposes a broad background of knowledge, an adequate preparation in appropriate fields of study at the baccalaureate level, and a command of skills required to carry on intensive research and investigation with a high degree of resourcefulness and self-direction. Generally speaking, only students with superior undergraduate academic records are qualified to pursue study at the graduate level.

It should be noted that graduate studies differ from undergraduate studies in the following respects: (1) The graduate student is expected to assume greater responsibility and to exercise more individual initiative. (2) More extensive and intensive reading is required. (3) Greater emphasis is placed on productive research, with particular emphasis on the use of primary materials. (4) Seminar methods are employed with greater frequency, as greater class participation by the student is required. (5) Less instruction is provided in content, survey-type lecture courses.

Graduate study thus involves far more than the passing of a given number of courses and the fulfillment of certain minimum requirements. The student cannot be content solely with earning acceptable grades. The student must continually satisfy the Graduate Faculty in the major field by displaying superior intellectual powers and scholarly commitment in order to maintain graduate status and good standing in the school.

2. **Students are expected** to be in attendance for each scheduled class session. No absences are allowed. Only cases of extreme emergency will be considered for exception. Contact the professor for consideration.

3. **Students are expected** to participate actively and enthusiastically in all class discussions and activities both in-class and online. Participation should be informed by readings, class presentations and school experiences.

4. **Students are expected** to have thoughtfully and critically read all assigned readings prior to coming to class.

5. When prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, **the minimum response from each student is**: (1) to post a response to the original or initial posting and/or question; and (2) to post a response to another student’s posting. More frequent responses are both allowed and encouraged so that each student can learn from peers and professor’s insights.

**Assignments:**

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<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Tentative Due Date</th>
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<tbody>
<tr>
<td>Curriculum Overview</td>
<td>To be completed on a calendar in the library.</td>
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<tr>
<td>Unit Plan</td>
<td>To be completed on a form in the library.</td>
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<tr>
<td>Microlesson</td>
<td>To be taught during the two weeks on campus.</td>
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<tr>
<td>Sponge Activities</td>
<td>Contribute 2 sponge activities to the discussion trend on the discussion board. Collect activities to record in a learning log.</td>
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<td>Parent Communication</td>
<td>Write a letter to introduce yourself to the parents of your students.</td>
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<tr>
<td>Discussion Board</td>
<td>Respond to posted questions then respond to at least two other postings.</td>
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<tr>
<td>8 lesson Plans</td>
<td>Each lesson plan will be peer reviewed before submission. At least 2 people will review your plan. Peers will use the provided rubric. Lessons will incorporate a variety of strategies, indicate all the parts of lesson design including formative and summative assessment. Submitted on TaskStream.</td>
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**Evaluation:** Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

- A = 90-100%
- B = 80-89%
- C = 70-79%

**Angelo State University:**

**Honor Code:** Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

**Persons seeking accommodations:** Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so appropriate arrangements can be made.