



Lamar University
College of Education and Human Development
Department of professional Pedagogy

“Preparing Educators for a Changing World”

The CONCEPTUAL FRAMEWORK of the Lamar University undergraduate and graduate educator preparation programs illuminates the vision of the faculty. The programs prepare educators for a changing world by requiring as outcomes general education, pedagogical content knowledge, content proficiency, pedagogical strategies, communication skills, values, and analytical abilities. Critical thinking is required for responding to the diverse needs of P-12 students in myriad and changing settings. Lamar University educator preparation students also develop dispositions and habits of mind needed for “self-learning” and “lifelong learning,” that will equip them to encounter problems and change with confidence.

PEDG 5345.01
Instructional Design and Assessment of Academic Achievement
HYBRID -- FALL -- 2017

Course Website: <https://luonline.blackboard.com/>

Instructor: Dr. Cristina Ríos

Office Hours: TUE 1:30 PM to 5:30 PM; WED 1:00 to 3:30 PM; THR 11:00 AM to 12:30 PM

E-Mail: Use the **Blackboard e-mail** for communication

Alternate e-mail for **emergencies:** riosc@lamar.edu

Course Description:

Instructional design and Assessment of Academic Achievement: (3 credit hours). The structure and organization of the curriculum, materials and methods used and types of evaluation in K-12 classrooms.

As this is a **HYBRID** course, more than fifty percent of the time will be spent working online, participating in Blackboard, and preparing an instructional design portfolio.

Prerequisites: PEDG 5330 - Effective Teaching. Consult with your advisor.

Required Texts:

Guillaume, A. M., (2007) **50 Strategies for Active Teaching: Engaging K-12 Learners in the Classroom**, Pearson, N.J. [Hereafter: **50 Strategies**]

Code of Ethics and Standard Practices for Texas Educators [Link available in Blackboard]

Other required readings will be **available in Blackboard**.

Additional course requirements:

- ✓ **Tk20** account active to upload assignments <https://lamar.tk20.com/campustoolshighered/start.do>
- ✓ **ACCESS TO A HIGH-SPEED COMPUTER INTERNET CONNECTION IS REQUIRED (Mobile devices might not open all course material. See computer requirements below)**

Course Goals:

Students will acquire knowledge of instructional design principles and theories; and will apply this knowledge to plan and develop curriculum; deliver instruction; and design assessments.

The student will design units of instruction and lesson plans in an organized fashion; design instruction and assessment for K-12 classes that include exceptional students and diverse populations; and use effective teaching strategies and technology.

All class activities and **assessments** will be related to the learning outcomes listed below.

Course Objectives and Intended Student Learning Outcomes:

In order to successfully complete this course the student will exhibit proficiency in the competencies and performances that follow.

The student will:

1. Describe fundamental concepts relative to Instructional Design.
2. Plan and design instruction in alignment with the Texas Essential Knowledge and Skills (TEKS), which are the state standards for what K-12 students should learn.
3. Design units of instruction and lessons that demonstrate pedagogical and content knowledge, and apply principles and theories of instructional design.
4. Evaluate, select and use appropriate instructional materials and technology.
5. Design and adapt instruction for exceptional students and diverse populations.
6. Design and teach lessons that incorporate effective teaching strategies and technology.
7. Identify the differences between diagnostic, formative, and summative assessment.
8. Describe the design and format of the *State of Texas Assessments of Academic Readiness (STAAR)* assessments and explain how the STAAR program measures the *Texas Essential Knowledge and Skills (TEKS)* curriculum standards.
9. Design a variety of assessments, assessment instruments, and assessment rubrics in alignment with the selected TEKS, objectives, and intended learning outcomes.
10. Use effective communication techniques in the preparation of written reports, graphic organizers, posters, and teaching presentations.
11. Write an Assessment Report that provides evidence of student learning outcomes.
12. Create an Instructional Design Portfolio that follows the provided guidelines; and that demonstrates that the course learning outcomes have been achieved.
13. Collaborate effectively with a team to develop and deliver instruction.
14. Identify ethical and unethical educator practices based on the *Code of Ethics and Standard Practices for Texas Educators*.

Course Content Outline:

- I. Foundations for Curriculum Planning**
 - a. Texas Essential Knowledge and Skills (TEKS)
 - b. Instructional Objectives
 - c. Developing Lessons and Units
 - d. Differentiation of Instruction
- II. Strategies for Active Teaching and Learning**
 - a. Activating Prior Knowledge and Building a Purpose for Learning
 - b. Encouraging Student Interaction: Collaborative Learning
 - c. Strategies for Generating and Testing Hypotheses
 - d. Strategies for Organizing Information and Making Connections
 - e. Strategies for Facilitating Rehearsal and Consolidation Content
 - f. Other strategies
- III. Delivering Instruction**
 - a. Teaching Lessons
 - b. Effective Communication Techniques
 - c. Communication in the teaching and learning process
 - d. Questioning and Discussion techniques
 - e. Effective use of technology in teaching
- IV. Assessing Learning Outcomes**
 - a. State of Texas Assessments of Academic Readiness (STAAR)
 - b. Pre-Assessment / Diagnostic Assessment
 - c. Formative Assessment
 - d. Summative Assessment
 - e. Linking assessments to objectives and standards
 - f. Assessment Instruments and Rubrics
 - g. Self-assessment of instructional effectiveness

Educator preparation standards addressed:

The course includes the content required by the Texas State Board of Educator Certification (SBEC), recommended by national specialty organizations and supplemented by Lamar University faculty members. The standards of this course reflect the TExES examinations, required for certification.

Sub-standards for this course specify knowledge, applications, and dispositions, which are needed by those desiring to educate EC-12 students in schools subscribing to the Texas Essential Knowledge and Skills (TEKS) curriculum. You should become familiar with these expectations, which should guide you in becoming a teacher or a provider of special services in Texas schools.

Standards for this course include TExES PPR Standards: 1.7k-1.11k, 1.15k-1.24k, 1.1s-1.29s, 3.1k-3.7k, 3.9k, 3.11k, 3.1s-3.20s

TEExES Pedagogy and Professional Responsibilities (PPR) Standards:

- **Standard I.** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- **Standard II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- **Standard III.** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
- **Standard IV.** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession. ***

*** Complete Pedagogy and Professional Responsibilities (PPR) Standards are available in Blackboard.

Reading Assignments:

This is an **intensive class**, requiring a substantial amount of reading and research. Reading assignments for each class session are in the schedule. Readings are to be completed and ready for discussion on the dates noted.

Class Participation:

This is a Blackboard supported **hybrid** course and **requires classroom** and **online** participation. Students are expected to actively participate and collaborate in class activities. Teamwork is an important component of this course. All members of the group are expected to contribute in an effective and positive manner. During presentations and discussions your complete attention and involvement is expected. Study notes, and literature for other classes, should remain in your book bag during the class session. Your participation, **both in class and online**, will affect your final grade.

Attendance:

As this is a **hybrid** course you **must** attend class both on **campus** and **online**, per the schedule.

Campus attendance is **important to succeed in this class**. You are expected to arrive and be ready to begin on time. Arriving late or leaving before the class is over will be recorded as an absence. If an **emergency** prevents you to attend a campus session, you must spend an equivalent amount of the class time working online; you are responsible to contact your classmates to find out which activities you missed; you must collaborate with your peers via Blackboard; and submit any due assignments to Blackboard.

Online attendance is also **required**. You should log into the course Blackboard website **at least three days each week** during the duration of the course. **Missing the required weekly Blackboard attendance (three days each week) will be considered an absence.**

Upon logging in, you should check for announcements and emails. You should follow the schedule; complete assignments; and **participate in the class discussions**. Blackboard will keep a record of your online attendance.

Campus and online attendance, participation and teamwork are part of the final grade.

Blackboard has a student tracking system, which tells the instructor how much actual time you spend in each online assignment.

Course Required Performance Tasks and Projects:

- **Instructional Design Portfolio:** Complete assignments, per the schedule, and submit them in the Blackboard portfolio. You need a 3 ring binder to keep hardcopies of your assignments. You should bring the binder with you every class.
- **Unit Plan:** Each student will develop a complete **Unit Plan**. This Unit Plan must follow the Template provided and should **NOT** have been used as an assignment for another course. The Unit Plan and Lessons should be your own creation. Unit Plans or lessons from the internet, a textbook, or from another author are not acceptable and will result in failing the course.
- The **lessons** in this Unit Plan are **expanded** lessons. This means that a regular outline of a lesson plan is not acceptable. Each lesson should be detailed enough so that the reader could visualize you in the classroom and know exactly how you will teach the content; and how you will conduct the lesson, step by step. You must complete all the sections in the Template. Due dates are in the course schedule.
- **Assessment Report:** Each student will complete a brief self-assessment of their Unit Plan using the provided Template. Due date is in the course schedule.

To receive credit for this course, the College of Education requires that the Unit Plan and Assessment Report be uploaded by the student to **Tk20**. You will receive instructions and approval for uploading when these documents are finished.

COLLABORATIVE TEAM PROJECTS

Students will collaborate in the following team projects as assigned. Guidelines for each task will be provided.

- **Teaching lesson:** Students will give a lesson presentation, as assigned. You **CANNOT** use a lesson presented in another course. You will be assigned a date for the presentation. You **MUST** give your teaching presentation on the date assigned.
- **Feedback to classmates:** You have to be present and actively participate in the lessons presented by other class members and provide feedback to presenters.
- **Poster** design and Poster Session
- **Team Work:** You will be assigned to a team. Team members will provide support, and peer review of assignments for each other.

Other Activities: You will be notified of other activities which will enhance your learning experience. Guidelines for each task will be provided.

Online Resources and Assignments

Resources and assignments for this course will be posted in the course **Blackboard** site. You are expected to contribute to the online class discussion and to post online comments. Online assignments and guidelines will be provided. All online interactions should be made with the proper respect.

COMPUTER SKILLS REQUIRED

Students taking this course **MUST** be skillful in the use of MSWORD, and all its features; know how to handle PDF documents; prepare PowerPoint presentations; download and upload documents to Blackboard; post messages in Blackboard; participate in online discussions, etc.

TECHNOLOGY REQUIREMENTS & COMPUTER AVAILABILITY

Students taking online courses are responsible for having access to a computer, with appropriate memory and software, including Adobe Reader (.pdf), Microsoft Word, PowerPoint, Firefox browser, Flash Player and a high-speed internet connection capable of viewing online videos. The Lamar computer labs are available, in case of an unforeseen emergency, and you should know the labs schedule. **You should be aware that some hand held devices might not open all of the course material.**

You are responsible for maintaining a valid **Username** and **Password**. **Remember that passwords periodically expire. Personal computer problems or expired passwords are not valid reasons for lack of participation; or for missing deadlines or exams.**

TUTORIALS & TECHNICAL SUPPORT

All students taking this course are required to take the Blackboard tutorials provided by the Lamar University Center for Distance Education and become familiar with the Blackboard system. Any technical questions not addressed in these tutorials should be directed to the staff in the Center for Distance Education.

If there is need of technical assistance with Blackboard, you should call the Blackboard Help Desk Phone: **(409) 880-7849** or **(409) 880-2222**, and **not** the instructor. Technical help with Blackboard after hours (5 P.M. - 8 A.M.), on weekends, or on holidays, is available at 1-866-321-7170 (toll free). The website of the Lamar University Center for Distance Education has contact information for technical support at <http://luonline.lamar.edu/blackboard-support/index.html>

E-mail and Blackboard:

Blackboard has an e-mail for use by the students and the instructor. The Blackboard e-mail will be the official method of communication for this class. You should check **BOTH** your My.Lamar e-mail and your Blackboard e-mail regularly.

Special Needs Accommodation:

It is the policy of Lamar University to provide equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications building room 105. Any student with special needs requiring accommodation should notify the DRC at 409-880-8347 or drc@lamar.edu. Students that have been assigned academic adjustments and/or accommodations are required to identify their needs to faculty members by presenting an accommodation memorandum from the DRC.

Academic honesty:

Plagiarism on assignments, including copying assignments from other students, the Internet, books and other sources, or using assignments previously used for other courses or any other purpose, will not be tolerated and could result in FAILING the course. Students will be reported for academic dishonesty to the university authorities and treated according to the guidelines established by the university.

The Lamar Student Handbook defines plagiarism as follows:

“**Plagiarism** shall mean the appropriation of another’s work or idea and the unacknowledged incorporation of that work or idea into one’s own work offered for credit.”

Copying material from the internet or anywhere else and using it in the online discussions or assignments is **academic dishonesty**. The UNIT PLAN and lessons **MUST** be your own design and creation. All the assignments **MUST** be prepared exclusively for this course.

Students are responsible to understand how to avoid plagiarism and to be familiar with APA citation rules and follow them. **Sources for ALL the materials must be properly cited.** Claims of lack of knowledge or that the submitted assignment was just a draft will not be accepted. Check your assignments carefully before turning them in.

Class Rules and Behavior:

Classroom and online behavior in the course must conform to the university policy. Only students properly enrolled in the class are permitted to attend. Visitors, including children and friends, are **NOT** allowed. Class members, guest speakers, and the professor are all considered part of the learning team, and will be given proper respect. In accordance with administrative policy, sexual harassment is reprehensible and will not be tolerated by the university.

Electronic devices:

Out of respect for other students and the instructor, electronic devices must be turned off before class. This means NO TEXTING during class. Cell phones should be turned off and put away. In case of specific family or medical emergencies set your cell phone in vibrating mode. Laptops or recording devices **may not** be used unless approved by the instructor.

Official Enrollment and Withdrawal:

It is your responsibility to make sure that you are officially enrolled in this course. If you decide to withdraw from the course you **MUST** do it officially, and **BEFORE** the last day to withdraw without academic penalty. Failure to do so in time may result in a failing grade, in accordance with Lamar policy.

Syllabus subject to change:

Students will be informed of any syllabus changes.

Grading:

Your class participation, teamwork, team presentations, Instructional Design Portfolio, course assignments, Unit Plan, Assessment Report, Poster and Case Studies, constitute your final grade. Points are assigned for each assignment and activity. All work must reflect a high level of quality. Any work reflecting less than a high level standard may receive a lower grade. Incompletes will **NOT** be given for incomplete work. Incomplete work will result in an "F" (Failing the course).

WARNING: LATE SUBMISSIONS WILL RESULT IN REDUCED GRADE OR ZERO.

Prepare your assignments in advance and submit them a couple of days **before** the deadline. If you decide to wait until the last moment, you are taking the chance of missing the deadline and perhaps failing the course.

Points will be deducted for missing participation in a blog [**not** posting an entry **and** at least **two** interactive comments]. Missing participation in more than **five** online class discussions [blogs] may result in failing the course. You can participate as long as the blog remains open. Blackboard will automatically close the blogs after the posting period.

Grading scale:

A = 90 -- 100
 B = 80 -- 89
 C = 70 -- 79
 D = 60 -- 69
 F = 59 OR LESS

GRADING POINTS:

Class Participation [in class & online]	0 – 25
Unit Plan & Assessment Report	0 – 30 *
Teaching Presentations & Teamwork	0 – 20
Poster & Poster presentation	0 – 5
Instructional Design Portfolio	0 – 10
Case Studies	0 – 10
Total	100

* To obtain any of these points, both documents should be acceptable and **must** be uploaded per the schedule to **Tk20** [COEHD requirement]

LAMAR Pedagogy and Professional Responsibilities (PPR) Proficiency test

You should take the **LAMAR Pedagogy and Professional Responsibilities (PPR)** Proficiency Test, during or after completing the PEDG 5345 course.

Contact the TExES and Certification Office: <http://education.lamar.edu/assessment/index.html>

ED. 201-F (409) 880-7774
 (409) 880-1804 (fax)
 email: texas@lamar.edu

Lamar Proficiency Test information: <http://education.lamar.edu/assessment/lamar-proficiency-test.html>

Note: The syllabus and the schedule are subject to change

APPENDIX: University Emergency Procedures

University Emergency Procedures

Emergency Procedures

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at:

<http://www.lamar.edu/about-lu/administration/risk-management/index.html>.

Following are procedures for the first two:

Severe Weather

- Follow the directions of the instructor or emergency personnel.
- Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building.
- Stay in the center of the room, away from exterior walls, windows, and doors.

Violence/Active Shooter (CADD)

- **CALL** - 8-3-1-1 from a campus phone (880-8311 from a cell phone). Note: Calling 9-1-1 from either a campus phone or cell phone will contact Beaumont City Police Dispatch rather than University Police.
 - **AVOID**- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
 - **DENY**- Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.
 - **DEFEND**- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.
- Academic Continuity Statement – the following is required:

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage (www.Lamar.edu) for instructions about continuing courses remotely.