Course: EDU 520: Planning for Instruction
3 Credit Hours

Schedule: June 06-June 25, 2007 (1:00-5:00 pm on MTWRF)
Tate C. Page Hall 404

Instructor: Dr. Judy Davison, Assistant Professor
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Course Materials:

Required Texts:


Assorted Handouts

Additional Recommended Resource Texts:
A copy of this is available in the Education Resource Center in TPH.


Special Instructional Materials:
Three-ring binder(s), dividers, computer disks, assess to facilities for word processing, media design/production.

Course Description/Goals:
This education course is an intense consolidation of information and materials that will prepare teacher candidates (who hold an undergraduate degree in a content area) in instructional planning for their first year of teaching. In addition, this course provides a knowledge base for designing a qualitatively different instruction for students with varying abilities, interests, learning profiles and affect.

Rationale:

The Kentucky Education Professional Standards Board has adopted Teacher Standards for Preparation and Certification. These standards are performance based and must be an integral part of graduate education programs. EDU 520 will provide candidates an opportunity to develop and provide documentation for expertise that can relate to all 10 standards to various extents. However, the following receive the most emphasis within this course content:

- Standard 2: Demonstrated Knowledge of Content
- Standard 3: Designs/Plans Instruction
- Standard 4: Creates/Maintains Learning Climate
- Standard 6: Assesses and Communicates Learning Results

Products from this course can be included in the graduate portfolio of competency with the Kentucky Teacher Standards and relevant national standards that will be presented in EDU 598 at the end of their MAE program.

Course Objectives:

**Terminal Objective #1:** The learner will effectively use state and national standards in designing a unit of study. The learner will be able to

- Describe the history and purpose of KERA Reform Act.
- Describe the Kentucky learner goals and academic expectations
- Describe the purpose of content specific national and state standards (core content for assessment and program studies)
- Describe the purpose of curriculum mapping
- Locate content specific district and school alignment documents (e.g., curriculum maps)
- Describe the rationale for curriculum alignment

**Terminal Object #2:** The learner will effectively design unit and lesson plans, the learner will be able to

- Design a standard based unit that will be used as the first unit of the school year.
- Design (KTIP) lesson plans that will be used when teaching the first unit of the school year.
- Design pre- and post- tests appropriate for evaluating the first unit of the school year.

**Terminal Objective #3:** The learner will use contextual factors to make instructional decisions; the learner will be able to

- Describe instructional implications of learning styles, learning modalities, and multiple intelligence factors
- Describe a range of instrumental strategies (information processing, social, personal,
behavioral)

- Describe how instructional strategies (information processing, social, personal, behavioral)
- Describe how instructional strategies can be modified to be appropriate for a range of ability levels and motivational levels
- Use a case study to determine appropriate instructional strategies

**Terminal Objective #4:** The learner will devise an assessment plan that is valid and reliable and is equitable for all students.

- Describe methods for addressing issues
- Write assessable objectives
- Review a case study and decide which types of assessment are being used and whether those assessments are being used appropriately
- Create a variety of instrument for a variety of purposes
- Write assessable objectives using Bloom’s Taxonomy
- Create a variety of instruments for a variety of purposes (IV.1)
- Describe instructional implications of learning styles, learning modalities, and multiple intelligence factors (III.5)
- Describe how instructional strategies can be modified to be appropriate for a range of ability levels and motivational levels (III.5)
- Use a case study to determine appropriate instructional strategies (III.5)

**Student expectations and requirements:**

**Course Assignments:**

1. **Create a unit of study (300pts)** The unit will preferably be the first unit being taught in fall and will incorporates strategies for multiple intelligences, disabilities, gifted or talented, gender sensitivities, and cultural awareness. An appendix (resource materials, pretest, formative & summative assessments) and resource list will be required.

2. **Teacher Work Sample (200 pts).** The first four sections of the TWS will be drafted in this class. Although some details cannot be finalized until teaching, the expectation will be that a strong first draft will be completed during this course.

3. **Attendance, participation, in & out-of-class writings (150pts).** Due to the condensed time involved in this course, classes missed will result in loss of 20 points per day of class missed. (Half of the points missed may be made up by special arrangement with the professor under extenuating circumstances.) If you have an extenuating circumstance—a ball game is not an extenuating circumstance—️ It is the student’s responsibility to contact me.

4. **Notebook (50pts).** A notebook with prescribed materials, completed assignments, and other student-selected materials will be turned in to assure that students are establishing an organization of materials for their teaching and academic process.

All papers completed for this course should be prepared on a computer, word processor, or typewriter using the APA writing style. Text should be double-spaced on one side of the paper. It is expected that spell check and other editing activities will be conducted prior to turning in the final work. References and citations should be included where applicable.
Assignments and/or schedule of activities are subject to change at the discrimination of the professor based upon the needs/numbers of the students, technical difficulties in the technical system, or other unforeseen events.

**Student Evaluation:**

Students will receive an “in progress” grade for EDU 520. Final TWS assignments for 520 will be collected and a grade given at the end of the fall semester.

These outcomes will be evaluated through the following learning activities:

1. Unit Project 300 points
2. Teacher Work Sample 200 points
3. Notebook 50 points
4. Attendance & Participation 150 points

700 points Total

Students must complete all requirements. Grades are based on an A (90-100%), B (80-89%), C (70-79%), D (60-69%), F (59% and below), I = Incomplete (only for compelling reasons as determined by the instructor). Incompletes cannot be given unless students are earning a passing grade at the end of the semester.

**Accommodations Due to Disability:**

If there is any student in this class who has need for test-taking or note taking accommodations or more time to complete an assignment due to a disability, contact Matt Davis (matt.davis@wku.edu) to arrange for any necessary accommodations.

**Academic Difficulty:**

Students experiencing academic problems in this course should not hesitate to contact the professor as soon as possible for assistance.

**Academic Dishonesty Policy:**

At Western Kentucky University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question. The division chair will be advised of any action taken by the faculty member regarding academic dishonesty. The faculty member may consent to refer the case to other academic personnel for further action. Divisions, schools, and colleges may have provisions for more severe penalties than are set forth above. Western Kentucky University may impose penalties for academic dishonesty up to and including expulsion from the University. The student has the right to appeal the charge of academic dishonesty in accordance with the University’s Academic Appeals policy and procedures as set forth in the Faculty Handbook.

Blackboard will be used to send and receive information and communicate with each other. Check daily for announcements and handouts.