**ELED 545.01W**
**ISSUES IN THE DEVELOPMENT OF ELEMENTARY CURRICULUM**
**COURSE SYLLABUS: FALL 2016**
**8/15/2016**

**Instructor**: Josh Thompson, Ph.D. Associate Professor of Early Childhood Education
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**University Email Address:** josh.thompson@tamuc.edu

**Faculty Website:** http://faculty.tamuc.edu/jthompson
**Course Website:** http://faculty.tamuc.edu/jthompson/545

**Preferred Form of Communication:** For general questions, I prefer you to post your question in our Virtual Office. That way others may see our communication and they may benefit. Please email me anytime to ask a question about your particular work. You may call my cell phone anytime between 9am-9pm, Mon-Fri, or up until 3pm on Saturdays.

**Communication Response Time:** Expect to hear back from me within the next working day or two. Please ask again anytime I don't answer promptly or completely.

| COURSE INFORMATION |
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**Materials – Textbooks, Readings, Supplementary Readings:**

**Required textbook:**
Wiggins, G., & McTighe, J. (2005). *Understanding by design (expanded 2nd ed.)*.
Alexandria, VA: Association for Supervision and Curriculum Development. ISBN10: 1-4166-0035-3 ISBN13:9780131950849

**Required e-texts:**
ASCD. (2011). *Understanding by Design*. Available online:
http://www.ascd.org/research-a-topic/understanding-by-design-resources.aspx

ASCD. (2013). *Whole Child Indicators*. Available online at
http://www.wholechildeducation.org/assets/content/mx-resources/wholechildindicators-all.pdf

ASCD. (2016). *Whole Child Podcast: Changing the Conversation About Education* on the first Thursday of every month; listen to archived episodes. Learn more about how we can work at the local, state, and federal levels to ensure that each student is healthy, safe, engaged, supported, and challenged. Subscribe Now http://www.ascd.org/ASCD/XML/wholechild/whole_child_rss.xml

Child Care Information Exchange CCIE. (2016). *Exchange Everyday*. Redmond, WA: Childcare Information Exchange. Delivered five days a week containing news, success stories, solutions, trend reports, and much more. Enroll in *ExchangeEveryDay*, a daily electronic newsletter all about early childhood education. This will help you keep up-to-date with all things topical and pertinent in early childhood education. *ExchangeEveryDay* is the official electronic newsletter for www.ChildCareExchange.com. It will be delivered to you five days a week bringing news stories, success stories, solutions, trend reports, and much more. To subscribe to *ExchangeEveryDay*, a free daily e-newsletter, go to www.ccie.com/eed.

National Association for the Education of Young Children. (2009). *Developmentally Appropriate Practice*. Washington, DC: NAEYC. Available online: http://www.naeyc.org/positionstatements/dap

National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). (2010). *Common Core Standards*. Available online: http://www.corestandards.org/

Partnership for 21st Century Skills (P21). (2004). *A Framework for 21st Century Learning*. Available online: http://www.p21.org/

Texas Association for the Education of Young Children. (2016). Special Issue on Pathways to Becoming an Early Childhood Professional. *Early Years: Journal of Texas Association for the Education of Young Children* (member benefit). Austin, Texas: Texas Association for the Education of Young Children. Membership available online at www.texasaeyc.org.

Texas Education Agency (TEA). (2009). *English Language Proficiency Standards (ELPS)*. Available online: http://www.englishspanishteks.net

TEA. (2009). *Texas College and Career Readiness Standards (CCRS)*. Available online: http://www.txccrs.org

TEA. (2011). *Texas Essential Knowledge and Skills (TEKS)*. Available online: http://www.tea.state.tx.us/index2.aspx?id=6148

     Lead4Ward. (2015). *Resources for TEKS*. Available online at https://www.texastribune.org/interactive/search-cscope-lesson-plans/.

TEA. (2011). *State of Texas Assessments of Academic Readiness (STAAR)*. Available online: http://www.tea.state.tx.us/student.assessment/staar

TEA. (2013). *Revised Mathematics TEKS: Side-by-Side TEKS Comparison*. Available online: http://projectsharetexas.org/resource/revised-mathematics-teks-side-side-teks-comparison

TEA. (2013). *Revised Mathematics TEKS: Vertical Alignment Charts.* Available online: http://projectsharetexas.org/resource/revised-mathematics-teks-vertical-alignment-charts

TEA. (2015). *Texas Prekindergarten Guidelines*. Available online: http://tea.texas.gov/index2.aspx?id=2147495508.

TEA. (2015). *Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines.* Available online at http://www.littletexans.org/.

Texas Tribune. (2013). *Interactive: Search CSCOPE Lesson Plans*. Available online at https://www.texastribune.org/interactive/search-cscope-lesson-plans/.

ZERO TO THREE's monthly e-newsletter, which delivers research, parenting tips and tricks, and fun playtime activities right to your inbox each month. Subscribe now: https://www.zerotothree.org/connect

## Required Online Digital Resource

Join Edmodo.com www.edmodo.com/home#/join/39k3pz. Edmodo is a global education network that helps connect all learners with the people and resources needed to reach their full potential. www.edmodo.com/about. Join our class in Edmodo  www.edmodo.com/home#/join/39k3pz.

## Optional workbook, supplemental to the required textbook:

McTighe, J. & Wiggins, G. (2004). *Understanding by design: Professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.

Textbook websites:   www.AuthenticEducation.org
www.curriculum-framer.com        http://jaymctighe.com/

## Optional resources:

Curtis, Deb, & Carter, Margie. (2007). *Learning Together with Young Children*. St. Paul, MN: Redleaf Press. 978-1-929610-97-6

Copple, C. & Bredekamp, S. (2009). *Developmentally Appropriate Practice*. Washington, DC: National Association for the Education of Young Children. Available online: http://www.naeyc.org/positionstatements/dap.

**Course Description:**
    The purpose of this course is to note how various philosophies have influenced the development of the elementary curriculum in order to meet changing social and economic trends. Research articles will be studied in order to evaluate selection of procedures and materials. Practical experiences will be provided in the construction of course of study units for the elementary grades. The goal of this course is to understand and implement best practice in curriculum design.

**Student Learning Outcomes:**
    1] use standards (TEKS, ELPS, CCRS) in designing curriculum
    2] apply design principles in creating curriculum units
    3] implement strategies to identify national or international trends and issues in
        curriculum development
    4] demonstrate in-depth awareness of one curriculum area
    5] contrast best practice with current, present practice, and
    6] adjust instruction accordingly.

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### COURSE REQUIREMENTS

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**Instructional Methods, Activities, & Assessments**
    **Overview** (each worth 10%):

1. **Professional Behaviors**: Attendance online is expected; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences (less than 3 hours a week logged in to Pearson Learning Studio (eCollege), or 10 days without logging into eCollege) may prompt an administrative withdrawal.
    - **Read** textbook assignments, supplemental reading assignments, lecture notes, PowerPoint presentations, and ExchangeEveryDay.
    - **Check leo eMail** frequently, at least two times a week.
    - **Discussions:** Participate in frequent online class discussions, whole class or small groups. Most are asynchronous – not live. Note the discussion board rubric in eCollege: Tools: DocSharing: **Discussion Board Rubric.pdf**. Occasional synchronous (real-time, live) CHAT or CLASSLIVE sessions require your participation when scheduled. Occasional opportunity, optional, to go onsite to schools and centers for guided observation.
    - **Quizzes:** Read all assigned readings. Participate in frequent chapter quizzes as posted in eCollege units.
    You will **self-evaluate your professional behaviors** TWICE, once at the beginning and again at the end of the course. Your grade on this Course Requirement will come from your self-evaluation, up to 10 points, 10% of your final grade.
    **Aligns with Student Learning Outcomes: 1-6**

2. Draft a **Learning Contract**.
    **Aligns with Student Learning Outcomes: 1-5**

# Trends & Issues in Elementary Curriculum Development

3. Select your **Topic for Trends & Issues in Elementary Curriculum Development:** Read widely. Scan the texts, resources, and open sections of our Pearson Learning Studio (eCollege) course. Participate in the open discussion board. Identify your T**opic** for your next three assignments, 4. Review of Literature on your topic, 5. Best Practices Paper, 6. Best Practices Presentation.
   **Aligns with Student Learning Outcomes: 3, 4, & 5**

4. **Review of Literature on your Topic for Trends & Issues in Elementary Curriculum Development**. Read widely, and deeply. Create a bibliography of 10-20 diverse sources about your **Topic**. Create an in-depth report, an annotated bibliography on at least 5 of the sources. Cite your sources in a reference page, using APA format for bibliographic citation, including four elements: Name. (Date). *Title.* Source. For example:

   > Wiggins, G. & McTighe, J. (2005). *Understanding by design (expanded 2nd ed.).* Alexandria, VA: Association for Supervision and Curriculum Development. ISBN10: 1-4166-0035-3.
   > This text outlines the components of UBD, an approach to curriculum design and instructional implementation that is learner-centered, and outcome-driven. This text is sequential, building theory and frame-of-reference before delving into detailed steps to construct a unit of instruction. Ancillary materials abound, including workshops and consultations. Whole districts have adopted UBD as their approach to curriculum alignment and instructional implementation.

   **Aligns with Student Learning Outcomes: 3, 4, & 5**

5. Write a **Best Practices Paper** in response to your wide and deep reading on your **Topic** for **Trends & Issues in Elementary Curriculum Development**. Evaluate and summarize what you have read. Include the implications for the developing child. Use higher level thinking (analysis, synthesis & evaluation) in your writing. Demonstrate evidence of peer review and editing. Cite your sources in a reference page, using APA format for bibliographic citation.
   **Aligns with Student Learning Outcomes: 3, 4, & 5**

6. **Discuss your Best Practices Paper** on your **Topic** for **Trends & Issues in Elementary Curriculum Development** in a small group discussion board.
   Your group may meet in real time via ClassLive, or asynchronous, or face to face. Actively engage your small group members in conversation and dialogue about your topic, and theirs. Note: **Discussion Board Rubric.pdf**.
   **Aligns with Student Learning Outcomes: 3, 4, & 5**

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### Teaching Project

7. Create a **Teaching Project Plan**, an integrated unit organized around a central theme, topic, or dimension.
   **Aligns with Student Learning Outcomes: 1, 2, 4, 5, & 6**

8. **Present your Teaching Project** to members of your small group in a discussion board.
   **Aligns with Student Learning Outcomes: 1, 2, 4, 5, & 6**

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9. Participate in a Literature Circle.
   **Aligns with Student Learning Outcomes: 1-6 DUE**

10. Write about your experience as a learner in a Reflective Journal.
    **Aligns with Student Learning Outcomes: 1-6**

**Grading Scale**: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = below 60.

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University policies in syllabus template August 2016

# TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
   - o 512 MB of RAM, 1 GB or more preferred
   - o Broadband connection required courses are heavily video intensive
   - o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
   - o Sound card, which is usually integrated into your desktop or laptop computer
   - o Speakers or headphones.
   - o *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system.  The most current version of Java can be downloaded at: JAVA web site
   http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

- Run a browser check through the Pearson LearningStudio Technical Requirements website.
   Browser Check   http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.
>    Pop-ups are allowed.
>    JavaScript is enabled.
>    Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader  https://get.adobe.com/reader/
  - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player  https://get.adobe.com/shockwave/
  - Apple Quick Time  http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: System Requirements for LearningStudio    https://secure.ecollege.com/tamuc/index.learn?action=technical

# ACCESS AND NAVIGATION

## *Pearson LearningStudio (eCollege) Access and Log in Information*

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege.  Then on the upper left side of the screen click on the My Courses tab. http://www.tamuc.edu/myleo.aspx

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

**Note**: It is strongly recommended you perform a "Browser Test" prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

### Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site http://247support.custhelp.com/

The student help desk may be reached in the following ways:

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a Pearson LearningStudio Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

**Accessing Help from within Your Course:** Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## *Policy for Reporting Problems with Pearson LearningStudio*

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.

4. I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

**myLeo Support**
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. https://leo.tamuc.edu

**Learner Support**
The One Stop Shop was created to serve you by providing as many resources as possible in one location. http://www.tamuc.edu/admissions/onestopshop/

The Academic Success Center provides academic resources to help you achieve academic success. http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/

# FREE MobilE APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device.  Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

| PEARSON COURSES | App Title: | iPhone – Pearson LearningStudio Courses for iPhone<br>Android – LearningStudio Courses - Phone |
|---|---|---|
| | Operating System: | iPhone - OS 6 and above<br>Android – Jelly Bean, Kitkat, and Lollipop OS |
| | iPhone App URL: | https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8 |
| | Android App URL: | https://play.google.com/store/apps/details?id=com.pearson.lsphone |

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

• View titles/code/Instructor of all Courses enrolled in online
• View and respond to all discussions in individual Courses
• View Instructor Announcements in individual Courses
• View Graded items, Grades and comments in individual Courses
• Grade to Date
• View Events (assignments) and Calendar in individual Courses
• View Activity Feed for all courses
• View course filters on activities
• View link to Privacy Policy
• Ability to Sign out
• Send Feedback

# LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can <u>opt out</u> of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

# COMMUNICATION AND SUPPORT

## *Interaction with Instructor Statement*

Communicate with me as needed. Use [Josh.Thompson@tamuc.edu](mailto:Josh.Thompson@tamuc.edu) or my office phone 903-886-5537 or cell phone 214-663-6102 (preferred). I typically respond within the next business day.

# COURSE PROCEDURES/POLICIES

## *Course Specific Procedures/Policies*
### *Attendance*
Attendance online and face to face is expected; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences (less than 6 hours a week logged in to eCollege, or 5 days without logging into eCollege or missing more than 20% of face to face classes) may prompt an administrative withdrawal.

### *Participation*
This course builds cumulative knowledge and insight; you cannot pass the class by just completing assignments all at one time. You must follow along and contribute as chapters, units, and projects unfold throughout the semester.

### *Grading*
A wholistic grading approach is sought. Rather than a scorecard with points, students must account for their mastery of the course objectives, and thus their grade in the course. This is done through the use of the Professional Behavior Survey. You will **self-evaluate your professional behaviors** TWICE, once at the beginning, and again at the end of the course.

## *Syllabus Change Policy*
The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

# UNIVERSITY PROCEDURES/POLICIES

## *Student Conduct*

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.  The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette
http://www.albion.com/netiquette/corerules.html

## *TAMUC Attendance*

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

## *Academic Integrity*

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work.  For more details and the definition of academic dishonesty see the following procedures:
Undergraduate Academic Dishonesty 13.99.99.R0.03
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf
Graduate Student Academic Dishonesty 13.99.99.R0.10
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

## *ADA Statement Students with Disabilities*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

## Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: Rebecca.Tuerk@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

## *Nondiscrimination Notice*

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## *Campus Concealed Carry Statement*

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer. Web url: www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

## *Campus Open Carry Statement*

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

| ELED 545 Fall 2016 |
| TENTATIVE COURSE OUTLINE / CALENDAR AS OF 8/15/2016 |

| Unit & Date | Topic | Reading W&M = Wiggins & McTighe | Assignment | |
|---|---|---|---|---|
| Unit 1 9/1 | What is Curriculum? | Read 2 articles Eisner (2003) & Smith (1996) | Post intro in your small group discussion board | |
| Unit 2 9/6 | Understanding by Design | Wiggins & McTighe (W&M) chap. 1 | Unit 1: Discussion Unit 2: Discussion | |
| Unit 3 9/6 | Understanding Understanding | W&M 2, 3, & 4 | | |
| Unit 4 9/6 | Learning Contract | | Unit 3: Discussion – Brainstorm about possible **Topics** for Trends & Issues Unit 4: Discussion – Learning Contract (Census Date – non-participants will be dropped) | |
| Unit 5 9/15 | Literature Circles | | Unit 5: Discussion – Literature Circles | |
| Units 1-5 9/30 | Review | | Course Home: Survey of Professional Behaviors | |
| Unit 6 10/10 | Trends & Issues in Education | | Unit 6: Post **Topic** for T&I paper | |
| Unit 7 10/20 | Essential Questions | W&M 5 | Unit 7 Discussion – Essential Questions | |

| | | | Unit 6: Review of Lit on your **Topic** | |
|---|---|---|---|---|
| Unit 8 10/31 | Assessment | W&M 7 & 8 Take INTEL course on Assessment | | |
| | | | Unit 8: Discussion – Authentic Assessment | |
| | | | | |
| | | | Unit 6: post your Best Practices Paper on your **Topic** | |
| Unit 9 11/10 | Planning for Learning | W&M 9 | | |
| | | | Unit 9: Discussion – Planning | |
| Unit 10 11/20 | Deliberation | W&M 10 | | |
| | | | Unit 10: Discussion – Deliberation | |
| | | | | |
| | | | Unit 9: Teaching Project Plan | |
| Unit 11 11/30 | Scope | W&M 11 & 12 | | |
| Unit 8 12/1 | | | Unit 6: Discussion – Best Practices Papers | |
| Unit 12 12/10 | Connections | W&M 13 | | |
| Unit 13 12/10 | | | Unit 13: Discussion – Teaching Projects | |
| Unit 14 12/14 | Final Discussion | | Course Home: Survey of Professional Behaviors Unit 4: Discussion – Learning Contract Unit 5: Discussion – | |

| | | | |
|---|---|---|---|
| | | Literature Circles<br>Unit 14: Reflective<br>Journal | |
| | | | |
| 12/14 | All work, discussion, contracts, surveys, lit circles, everything due<br>Wednesday, December 14, 8pm | | |