



DEPARTMENT of
CURRICULUM and INSTRUCTION
Claudius G. Clemmer College of Education
EAST TENNESSEE STATE UNIVERSITY

COURSE RUBRIC: CUA1 3510: Planning and Assessment

OFFICIAL DEPARTMENTAL SYLLABUS

Catalog Description: Focuses on planning and assessment processes, with attention paid to accommodating students' diverse needs, identifying measurable objectives, and developing assessments to measure the achievement of those objectives. One Credit hour.

REQUIRED: LiveText: *LiveText Registration* - LiveText is a web-based comprehensive assessment system required for the teacher preparation program in the Clemmer College of Education. All students in the teacher preparation program are required to purchase a one-time LiveText key code. If you have not yet purchased your LiveText key code, you may do so at any ETSU bookstore or you may purchase your key code on line at www.livetext.com. This is a one-time registration fee and is good for 5 years. If you used LiveText in the past, please contact them to reactivate your account.

Required Text: All readings are available on D2L.

Supplemental Readings: As required by instructor

About the Course: Focuses on planning and assessment processes, with attention paid to accommodating students' diverse needs, identifying measurable objectives, and developing assessments to measure the achievement of those objectives. Students will use state standards and imaginary classrooms to write an effective lesson plan using the ETSU Lesson Plan template.

Course Goals: The goal of this course is to familiarize individuals enrolled in undergraduate courses with a variety of planning and assessment methods and materials in such a way that these individuals can:

- Plan lessons using the Backward Design model;
- Plan learning objectives, Essential Questions, and I Can statements from state standards;
- Create learning objectives that are clear, specific, measurable, concise, and aligned to standards.
- Determine acceptable evidence for student mastery;
- Describe a variety of assessments to determine student progress;
- Communicate alignment of learning objectives and assessments;
- Describe criteria to evaluate assessments;
- Implement elements of the Madeleine Hunter Model in lesson design;
- Implement Gradual Release of Responsibility in lesson design;
- Analyze Academic Language in a lesson;
- Differentiate instruction with planned supports for individuals and groups.

Major Course Topics:

- Backward Design
- Standards and Essential Questions
- Domains of Learning, Webb's Depth of Knowledge, Bloom's Taxonomy

- Writing Learning Objectives
- Designing Assessments
- Clear Alignment
- Evaluation Criteria
- Components of an Effective Lesson Design
- Gradual Release of Responsibility
- Academic Language
- Differentiation
- Planning Engagement and Interactions with students

Major Assignments:

- Backward Design Assignment
- Standards and EQ Assignment
- LP Practice Objectives
- Assessment Sort
- Alignment Assignment
- Evaluation Criteria Assignment
- Academic Language Assignment
- Knowing & Supporting your Learners
- Design a Lesson Plan Using the ETSU Lesson Plan Template

Learning Outcomes:

Upon completion of this course, each candidate will have demonstrated the ability to effectively complete the following educational accomplishments:

Learning Outcome	Addressed in Specific Content	Major Assignments Assessed	Aligned to Standards	Goals
Apply the three stages of backward design to lesson design.	Backward Design	Text Chapter 1 Using a Math standard, create a diagram reflecting the 3 stages of backward Design.	InTASC Standard 1 CAEP Standard 1a	Alignment of Standards, Assessment, Instruction
Derive Essential Questions and <i>I Can</i> statements from a curriculum standard.	Standards and Essential Questions	Text Chapter 5 Using a 3 rd grade Social Studies standards, complete the first 2 components of the lesson plan template.	InTASC Standard 4 CAEP Standard 2	Creating learning and performance goals from instructional standards.
Apply the domains of learning, Webb's Depth of Knowledge, and Blooms.	Writing GOOD Objectives	Using Literacy standards, write 5 objectives and identify the domain of learning, the DoK, and Bloom's level.	InTASC Standard 1 CAEP Standard 1a	Creating learning objectives that are clear, specific, measurable, concise, and aligned to standards.

Apply knowledge of the difference in informal/formal and formative/summative assessments.	Designing Assessments	Text Chapter 7 Given a set of assessments and their descriptions, students will identify each as informal or formal and formative or summative.	InTASC Standard 6 CAEP Standard 3a ISTE Standard 7b	Creating assessments that collect evidence of mastery of objectives.
Communicate learning goals and choose assessments that will provide evidence of meeting those goals.	Writing your Objectives and Assessments	Using 3 rd grade Math standards, students will write an Essential Question or I Can statement, at least one objective, at least one informal and one formal assessment for each objective, give details of the assessments, identify which are formative and summative, and describe supports.	InTASC Standard 6 CAEP Standard 3c	Clear and concise written expression of goals and assessments that demonstrate clear alignment.
Differentiate between Holistic Rubrics, Analytic Rubrics, and Performance Lists Identify the criteria for evaluating assessments.	Evaluation Criteria	Chapter 8 Students will find online examples of Holistic and Analytic Rubrics, and Performance Lists.	InTASC Standard 6 CAEP Standard 3a ISTE Standard 7b	Considering and including the evaluation criteria when writing about assessments.
Describe the elements of a good lesson Opener.	Opening the Lesson	Read pages 196-208 The student will write required elements of a good Opener in the Lesson Plan Template.	InTASC Standards 7 & 8 CAEP Standard 4	Design an Opening to a lesson that includes specific elements.
Describe the elements of a good Closure.	Closure	The student will write required elements of a good Closure in the Lesson Plan Template.	InTASC Standards 7 & 8 CAEP Standard 4	Design a Closure to a lesson that includes specific elements.
Apply the Gradual Release of Responsibility Model to lesson design.	Instructional Procedures	The student will write instructional steps for the instructor in a lesson plan and will include the matching steps that describe student engagement.	InTASC Standards 7 & 8 CAEP Standard 4	Design lesson steps for both instructor and student that reflects a gradual release of responsibility.

Analyze the academic language in a lesson.	Academic Language	The student will write the Academic Language section of their lesson plan.	CAEP Standards 2 & 3	Express the analysis of academic language in a lesson plan.
Discover the unique qualities of different learners. Design supports to differentiate instruction for various individuals and groups.	Knowing and Supporting your Learners	Given an illustration, students will describe different learners in an imaginary classroom, then describe the individual and group supports needed for assessments, academic language, and instruction.	InTASC Standard 2 CAEP Standards 1, 3d ISTE Standard 4d, 5a	Differentiate instruction with planned supports for individuals and groups.
Exploration of higher ordered thinking questions and academic feedback	Feedback, Questioning, and Management	Students will complete their lesson plans with details that include: academic feedback, higher ordered thinking questions, and management strategies.	InTASC Standard 5 CAEP Standards 3e, 4d ISTE Standard 7c	Design lessons that include details about interactions with students.

Disability Services: Students who are registered with Disability Services must notify the instructor of accommodations before needing to use them. Paperwork should be presented to the instructor by the second week of class OR within 2 weeks of when the disability is diagnosed, and the student has filed paperwork with the Disability Office.

Professional Associations: The professional associations listed below target content instruction and learning. You are encouraged to seek additional information about joining these organizations. They often give discounted student memberships and it would be to your advantage to join these organizations to stay abreast of the latest literacy research, policy, and practices.

- International Literacy Association (<http://www.literacyworldwide.org/>)
- Tennessee Reading Association: <http://www.tennesseeereading.org>
- Gilbreath Reading Association: <http://www.etsu.edu/coe/cuai/graduate/reading/council>
- National Council of Teachers of English: <http://www.ncte.org>
- National Council of Teachers of Mathematics: <http://www.nctm.org>
- National Science Teachers Association: <https://www.nsta.org/>
- National Council for the Social Studies: <http://www.socialstudies.org/>

STUDENT ASSESSMENT OF INSTRUCTION (SAI) COMPLETION

During the last three (3) weeks of CLASSES (prior to exam week), a Student Assessment of Instruction (SAI) will be placed as a widget on the D2L home page for each of your course offerings (see course schedule). **The Clemmer College requests that you please complete the SAI for this class prior to the deadline and check this task off your list as you would any other assignment.** The Clemmer College values student input, so please take completing this survey seriously. Your instructors actively use your feedback to help design more

engaging and thought-provoking instruction. The SAI for each class should take no more than 10-15 minutes to complete.

Academic Misconduct Policy: As teacher candidates, students should be above reproach in matters of academic honesty. Plagiarism, cheating, or falsification or copying of assignments are never tolerated in teacher candidates. The penalties are severe. In cases of plagiarism, cheating on quizzes or the final exam, or other forms of academic dishonesty, the student receives an “F” in the course and referred to the Chair and the Dean of Students for further disciplinary action. Following are ETSU’s policies on plagiarism and similar offenses: *“Academic misconduct will be subject to disciplinary action. Any act of dishonesty in academic work constitutes academic misconduct. This includes plagiarism, the changing or falsifying of any academic documents or materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned school work. Penalties for academic misconduct will vary with the seriousness of the offense and may include but are not limited to: a grade of F on the work in question, a grade of F for the course, reprimand, probation, suspension, and expulsion. For a second academic offense, the penalty is permanent expulsion. Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an “F” or a zero for the exercise or examination, or to assign an “F” in the course.”*

Academic Integrity: As teachers, we are expected to be above reproach on matters of academic honesty. We proctor exams. We grade papers. Plagiarism, cheating, and falsification or copying of assignments are never tolerated in teacher candidates. The penalties for it are severe. All students are expected to uphold the ETSU policy on academic misconduct, fulfill their student responsibilities, and have their student rights honored. Cases of suspected plagiarism and/or academic misconduct such as copying assignments, using unauthorized notes or information, and/or cheating on an exam will be referred to the appropriate ETSU administrative body for adjudication. Possible penalties range from disciplinary warnings to dismissal from the university. For more information on this issue, including a useful definition of plagiarism, read ETSU’s policy on Academic Misconduct at:

- [Academic Misconduct Policy](#)

Dispositions & Notice of Concern: Students making unsatisfactory progress in a course, exhibiting unsuitable dispositions, or having unacceptable attendance and participation may be subject to departmental notification whereby the department chair and student are informed of unsatisfactory progression. (Instructors are not required to file this notification but may use this procedure to document unsatisfactory course performance). The instructor may then formally file a “Notice of Concern” with the Department of Curriculum and Instruction and the student and request a meeting with the department chairperson to discuss whether the student should continue in the program. This Notice of Concern may also be filed with the Field Placement Office.

University Academic Accommodations: Students wishing to discuss accommodations due to a disability are invited to make an appointment with the instructor to go over their Faculty Accommodation Form provided by Disability Services.

University Syllabus Attachment: [ETSU Syllabus Attachment](#)

RELIGIOUS ACCOMMODATIONS

The Department of Curriculum and Instruction in Clemmer College has an enduring commitment to diversity and inclusive excellence, including religious diversity. We honor and respect students’ rights to observe sincerely held religious beliefs or practices and provide an educational environment in which all students are

free from harassment and discrimination based on religion consistent with the requirements of federal, state and local law. As part of this commitment, the department provides reasonable accommodations for students sincerely held religious beliefs or practices unless it is determined that such an accommodation would fundamentally alter the curriculum or academic program. Students should request, in writing, a religious accommodation for academic requirements with your instructor.

STUDENT ATHLETES

Student-athletes are responsible for informing their instructors of any class days to be missed due to athletic events in which they are participating. It is the responsibility of the student-athlete to make arrangements with instructors regarding any missed lectures, assignments, and/or exams by the end of the first week of class.

BASIC NEEDS SECURITY

Any student who faces challenges including but not limited to food insecurities, housing, wellbeing and believes this may affect their performance in the course is urged to contact Advisement, Resources, and Career Center at 423-439-8650 for resources and support. Furthermore, please notify your instructor if you are comfortable in doing so. This will enable her to help you find additional resources.

INCLUSIVE LEARNING ENVIRONMENTS

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment. A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom.

STUDENT CONDUCT AND ONLINE LEARNING

In an online teaching environment, the following defines the restrictions and expectation of student behavior.

I. Restriction of Audio or Visual Recording, Reproduction, And Distribution of Content in Online Courses

In the Department of Curriculum and Instruction in Clemmer College, we seek to protect the online learning environments. To this end, students may not record, reproduce, screenshot, photograph, distribute or share in any way (including electronically or posting in any web environment) any video, audio, or visual content from their online courses, except if necessary, to communicate with University administrators or the Disability Service Program. Students also may not share links to the course in D2L, or to the zoom meetings. This restriction includes but is not limited to:

- Pre-recorded and live lectures (this does not apply to lectures posted in a public space by the creator.)
- Live discussions
- Discussion boards
- Chats
- Simulations
- Posted course materials
- Faculty feedback forms

- Audiovisual materials that accompany lectures/discussions, such as slides
- Virtual whiteboard notes/equations, etc.
- Assignments
- Tests, quizzes and surveys

Instructors may record the course and provide the recording to students registered in the course for that section and quarter to facilitate full course participation.

II. Exception for Accommodations

Students with disabilities who need to record classroom lectures or discussions must contact the Disability Services Program (DSP) to register, request, and be approved for an accommodation. If allowed through a documented accommodation, all students are advised that students with documented accommodation needs may record classroom activities for this purpose. Such recordings are to be used solely for individual or group study with other students enrolled in the class that semester. They may not be reproduced, shared in any way (including electronically or posting in any web environment) with those not in the class in that semester.

III. Guidance on Respectful & Appropriate Behavior During Online Courses

In addition to the usual guidance on respectful communication with instructors and peers, an online environment raises new constraints and opportunities. Students are expected to take care by keeping themselves muted, using features such as “raise your hand,” and should refrain from working on other material or visiting social media during synchronous class time.

IV. Communication Preferences and Constraints

Mrs. Yates is available by email on any day and at any time. Please use ROCKTS@etsu.edu. In general, she will answer an email within an hour. If your urgency is more pressing, please feel free to text her. (Phone number will be given on D2L.) If you wish to call, be sure to text first. Additionally, she will have regular office hours. The link and times for office hours are located at the beginning of this document and are linked in your D2L.

V. Zoom Etiquette

Please follow these guidelines:

- Communicate with housemates about class time and request that there be no interruptions. If this is impossible, consider attending class in another space.
- Keep muted except when speaking or in breakout rooms.
- Keep your camera on. If there is a problem with this, please let Mrs. Yates know. You may briefly cut off the video feed if a housemate enters the room.
- You may not attend class while driving.
- You must be sitting up.
- You must be dressed appropriately.
- Use the chat feature to ask questions.
- Use the raise your hand feature if you need to interject.

All students are expected to abide by the Student Conduct Policies associated with the Honor Code regardless of whether students are on-campus or learning remotely through an online learning platform. These relevant Student Conduct Policies are including but not limited to Impediment and Violation of Professional Standards as defined under Academic Integrity (A.6. and A.8, respectively), Harassment (F) Interference (H), Non-compliance (I), Provocation (L) related to student’s rights and responsibilities. Students

who violate this policy will be reported to University Advisement Center and may be subject to both legal sanctions for violations of copyright law and disciplinary action.

Inclusive Assessment Statement

In this class, we will work collaboratively to create space for everybody to learn, regardless of student, teaching, or professor roles. With its commitment to quality education, the University uses assessment as a tool for professors to design and deliver inclusive learning environments. Some assessments help professors learn how to make teaching pivots in the moment so they can immediately respond to your needs. Other assessments help students learn how to engage more deeply with the course content. Some assessments feel less like completing an assignment or less like taking a test but seem more like engaging in an activity. Some assessments are graded, other assessments are not graded, but all assessments—whether they come in the form of minute papers or exams or responses to a discussion prompt—are designed for robust learning.

TITLE IX

Gender violence can happen to anyone regardless of race, class, age, appearance, gender identity, or sexual orientation. The Department of Curriculum and Instruction in Clemmer College is committed to providing an environment free of discrimination on the basis of sex (gender), including sexual misconduct, sexual assault, relationship violence, and stalking.

MENTAL HEALTH AND WELLNESS

As part of the University's culture of care & support we provide campus resources to create access for you to maintain your safety, health, and well-being. We understand that as a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug concerns, depression, difficulty concentrating and/or lack of motivation. These stressful moments can impact academic performance or reduce your ability to engage. The University offers services to assist you with addressing these or ANY other concerns you may be experiencing. If you or someone you know are suffering from any challenges, you should reach out for support. You can seek confidential mental health services available in the Counseling Center, where staff work with you to connect to all the appropriate campus resources, develop a plan of action, and guide you in navigating challenging situations. If you are concerned about yourself and/or one of your peers, you can send a Care Report. Contact the Counseling Center at:

Phone: (423)439-3333

Fax: (423)439-8668

BucsPress2 (24/7 Mental Health Helpline): (423)439-4841, then press "2"

Email: counselingcenter@etsu.edu

Outreach: ccoutreach@etsu.edu

Address: East Tennessee State University

P.O. Box 70724

Johnson City, TN 37614

Office Location: Nell Dossett Residence Hall, 3rd Floor

Office Hours: Mondays-Fridays 8:00am-4:30pm

MASK POLICY

This course will comply with ETSU'S COVID-19 Protocols for Personal Protective Equipment (PPE) and Social Distancing in accordance with state and local orders and federal guidelines. See [here](#) for the complete policy. It is the expectation that students attending physically shall wear a face covering that:

- Cover the nose and mouth at all times
- Fit snugly but comfortably against the face
- Include multiple layers of fabric
- Allow for breathing without restriction

- Be disposable or be washable and machine dryable without being damaged or changing shape
- Be looped around the ears or tied behind the head and neck
- Remain in place until taken off safely
- Be replaced with one that does not need to be frequently adjusted if the initial face covering moves during work
- Be replaced when they become dirty, wet, and/or difficult to breathe through.

If you are not wearing a face covering, the professor will ask you to do so. Refusal will result in the professor asking you to leave the classroom.

COVID PROTOCOL

Testing will be available to any students, staff, and faculty who elect to be tested. If faculty, staff, or students have health questions, they may call the University Health Center at 423-439-4225 (Monday-Friday, 8 a.m.-4:30 p.m.) or after-hours at 1-888-915-7299.

If you are experiencing COVID 19 symptoms, you should contact the University Health Center or your physician to arrange testing. Stay home or in your campus residence hall room or apartment and follow the guidelines in the

[COVID-19 Wellness Addendum to the 2020-2021 Housing Contract.](#)

If you are a student, contact your instructors to let them know you are ill and will be missing class.

Testing Positive for COVID 19?

ETSU Return to Work or Class Protocol:

➤ **Confirmed COVID – 19 Illness with Symptoms:**

Must be excluded from all work or class activities until:

- At least 10 days have passed since symptoms first appeared
- AND At least 24 hours have passed since last fever without the use of
- fever-reducing medications
- AND Symptoms (e.g., cough, shortness of breath) have improved

It is the responsibility of the student or employee to monitor temperature and symptoms at least twice daily.

Patients with severe disease (requiring hospitalization) or with immune compromised status must follow CDC guidance for return to work with provider release.

Laboratory-Confirmed COVID-19 but have not had any Symptoms (Asymptomatic):

Must be excluded from all work or class activities until:

- At least 10 days have passed since date of first positive COVID-19 diagnostic test
- AND have not subsequently developed symptoms since the positive test
- IF symptoms develop, please follow the above protocol for Confirmed COVID-19 Illness with Symptoms.
Due to the online nature of this course, students who are asymptomatic should be able to complete all assignments and attend Zoom sessions. If this is not the case, students should contact the instructor.

If an alternate diagnosis is determined for the symptoms, criteria for return to work or school should be based on that diagnosis.

Any questions regarding testing or symptoms should be directed to University Health, or to the student's or employee's personal medical provider.

Potential Exposure to COVID-19:

“Potential Exposure” is defined as being within 6 feet for more than 10 minutes with a person who has had a confirmed positive test COVID-19. This includes exposure with the infected person going back 48 hours prior to the time the positive test was collected, OR 48 hours prior to the time the positive contact showed symptoms, whichever is earlier.

Must be excluded from all work or class activities:

- Quarantine at home for 14 days after last exposure
- Maintain physical distancing of at least 6 feet from others at all times

Questions? Call one of the following:

- University Health Center at 423-439-4225 (Monday-Friday, 8 a.m.-4:30 p.m.) or after-hours at 1-888-915-7299
- Washington County Health Department at 423-975-2200
- Ballad Nurse Connect at 1-833-822-5523.

Bibliography, Recommended Readings, and/or Supplemental Materials:

- Armstrong, T. (2009). *Multiple intelligences in the classroom* (3rd ed.) Alexandria, VA: Association for Supervision and Curriculum Development.
- Derrington, C., & Goddard, H. (2008). *Whole-brain behaviour management in the classroom: Every piece of the puzzle*. London: Routledge. [E-book]
- Erwin, J. C. (2004). *The classroom of choice: Giving students what they need and getting what you want*. Alexandria, VA: Association for Supervision and Curriculum Development. [E-book]
- Fisch, C., & Trumbull, E. (2008) *Managing diverse classrooms: How to build on students' cultural strengths*. Alexandria, VA: Association for Supervision and Curriculum Development. [E-book]
- Henderson, K. (2008). *Teaching children with attention deficit hyperactivity disorder: Instructional strategies and practices* (Report No. ED 1.2: C 43/29/2008 2). Washington, D.C.: United States Department of Education, Office of Special Education. Retrieved from <http://purl.access.gpo.gov/GPO/LPS104892>
- Jones, F. (1987) *Positive classroom discipline*. New York: McGraw-Hill.
- Kohn, A. (2006). *Beyond discipline: From compliance to community* (10th ann. ed.). Alexandria, VA: Association for Supervision and Curriculum Development. [E-book]
- Kounin, J. (1977). *Discipline and group management in classrooms*. New York: Holt, Rinehart & Winston.
- Levine, J. E. (2007). *Learning from behavior: How to understand and help “challenging” children in school*. Westport, CT: Praeger Publishers. [E-book]
- Lindberg, J. A., Wied, J., & Beckwith, K. M. (2006). *Common-sense classroom management for special education teachers, grades K-5*. Thousand Oaks, CA: Corwin Press. [Sherrod LC3981.L56]
- Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development. [E-book]
- Marzano, R. J., Marzano, J. S., & Pickering, D. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: Association for Supervision and Curriculum Development. [E-Book and Sherrod LB3013.M365]
- McKinley, J. (2010). *Raising black students' achievement through culturally responsive teaching*. Alexandria, VA: ASCD. [E-book]
- Moffatt, C. W., & Moffat, T. L. (2003). *Handbook for the beginning teacher: An educator's companion*. New York: Allyn & Bacon. [Not at ETSU]
- Roffey, S. (2006). *Helping with behavior: Establishing the positive and addressing the difficult in the early years*. London: Routledge. [E-book]
- Schultz, K. (2009). *Rethinking classroom participation: Listening to silent voices*. New York: Teachers College Press. [Sherrod LB3013.S38]

- Shellard, E., Protheroe, E., & Turner, J. (2005). *Effective classroom management to support student learning*. Arlington, VA: Educational Research Service. [Sherrod LB3013.S52]
- Stronge, J. H. (2007). *Qualities of effective teachers* (2nd ed.). Alexandria, VA.: Association for Supervision and Curriculum Development. [E-book]
- Tauber, R. (2007). *Classroom management*. Westport, CT: Praeger Publishers. [E-book]
- Tomlinson, C. A., & Imbeau, M. B. (2010). *Leading and managing a differentiated classroom*. Alexandria, VA: ASCD. [E-book]
- Warner, J., Bryan, C., & Warner, D. (2006). *The unauthorized teacher's survival guide: An essential reference for both new and experienced educators* (3rd ed.). Indianapolis, IN: JIST Works. [E-book]
- Weinstein, C. S., & Mignano, A. T. (2003). *Elementary classroom management: Lessons from Research and practice* (3rd ed.). New York: McGraw Hill.
- Wong, H. K., & Wong, R. T. (2003). *The first days of school: How to be an effective teacher* (2nd ed.). Mountain View, CA: Harry K. Wong Publications. [Sherrod LB1775.2.W64]

DETAILED SECTION INFORMATION FOR CUIA: 3510-941 & 942

Instructor: Terryl Yates (Mrs. Yates or Mamaw Yates)

Contact Info: ROCKTS@etsu.edu

[RockedTPA Resources](#)

[Terryl Yates YouTube](#)

[New Teachers Rock](#)

[Rock the edTPA](#)

Course Number: CUIA 3510 ONLINE

Credit Hours: 1

Semester: Spring 2021

Engaged Attendance and Participation: Meeting online requires that students be vigilant about setting aside time during the week for “class” and for “homework.” When students do not set aside time, they tend to tackle the work *when it is convenient*, often confusing *due* dates with *do* dates. Be aware of these expectations:

1. **Completion of all assignments.** No assignments may be skipped.
2. **Adherence to the timeline.** A timeline has been established to ensure that work is completed in time to allow for feedback and review. Candidates must abide by all due dates. Dropboxes will close and will not be reopened until students have attended a synchronous online session.
3. **All videos are viewed.** This is an online class and that necessitates that you view videos. In an online class, the viewing videos is your way of “attending” class.
4. **Reads feedback.** The only way that you are going to know how to improve is to read your feedback.
5. **Communicates with instructor, answering emails promptly.** Not answering an email promptly is very similar to sleeping in class; you’ll always be a day late and a dollar short.

Attendance Policies: Due to the online nature of this class, attendance is judged by participation and on time completion of assignments.

Faculty Information:

Please contact me by	When	Expect a response	Use this for
Text (this number is on D2L)	Anytime	Within the hour (unless it is after 10 pm)	Urgent Issue
Discussion Post on D2L	Anytime	24 hours	Questions about assignments or clarifying questions about the topics. Often your questions are ones that others have so posting them is a service.
Office Hours drop-in	M – 1:00-3:00 W – 3:00-5:00 Th – 2:00-3:30		If you are needing tutoring or assistance with your work; advisement.
Email	Anytime	Within 8 hours	Use email if you have specific questions about class or assignments.
Phone (this number is on D2L)	Anytime but please text first.	Within 8 hours of voicemail	You have specific questions that require a private conversation and you cannot wait for an email response.

Format for Written Assignments: Files uploaded to each dropbox should be saved as the TITLE OF THE COURSE ASSIGNMENT. Please follow directions for use of templates that you'll find in each module.

Instructor Feedback Agreement: The instructor will provide feedback to students via comments on D2L. When work is on target, the instructor might give praise only.

Submitting Course Assignments: All course work is to be submitted to the course D2L Dropbox. **Written work will NOT be accepted through e-mail.** Each assignment will have a dropbox associated with the assignment. The dropbox will have a timed close date associated with the due date. Therefore, the dropbox will close after this deadline. You will need to attend a class session in order to have the late work submitted.

Submitting Late Work: Each assignment has a due date. After the due dates, drop boxes will close. In order to submit this late work, students must attend a class session. The highest grade that can be achieved on any work that is late is an **75%**. Exceptions to this policy can be made in the case that a student documents an extreme situation which is causing the unavoidable delay in completing course work. *Loss of work due to computer viruses or failure to save your work is not an excuse for late work. Each student is encouraged to save their work to external devices such as flash drives or external hard drives.*

Informing Instructor About Late Work: It is the responsibility of the student to inform the instructor about the reason the work is late before it is due. If the student believes the work should not be considered late, the student should provide documentation supporting the request for full credit on the late assignment. The student should email the instructor when these situations arise.

Grading & Assessment

Points Possible & Assignment Overview (detailed assignment guides will be provided in class): All assignments must be fully completed to pass the course.

Module	Topic	Assignments and Quizzes
January 18-24	Getting Started	Memorandum of Understanding Pre-Test
January 25-31	Backward Design	Backward Design Quiz Backward Design Practice
February 1-7	Establishing & Communicating Learning Goals	Standards, EQ, I Can Quiz Essential Questions Quiz Standards and EQ Assignment
February 8-14	Writing Good Objectives	Good Objective or Bad Objective Quiz LP Practice Objectives
February 15-21	Assessments	Assessment Sort Quiz Assessment Sort Home
February 22-28	Alignment	Objective & Assessment Alignment Assignment
March 1-7	Evaluation Criteria	Evaluation Criteria Assignment
March 8-14	Opening a Lesson	Direct Instruction Quiz Lesson Opener Assignment
March 15-21	Closing a Lesson	Lesson Closure Assignment
March 22-28	Instructional Procedures	Instructional Procedures Assignment
March 29-April 4	Academic Language	Academic Language Quiz Academic Language Assignment
April 5-11	Differentiation & Supports	Knowing & Supporting Learners Quiz

		Knowing & Supporting Learners Assignment
April 12-18	Interacting with Students	Feedback, Questioning, Management Assignment
April 19-25	Planning the What and Why	Materials, Technology, Theory Assignment
April 26-May 2	Summative	Summative Assessment

Assignments, Due Dates, Point Values		
Assignment	Due Date	Point Value
Memorandum of Understanding	January 24	5
Lesson Plan Pre-Test submitted to LiveText	January 31	---
Backward Design Quiz	January 31	20
Backward Design Module Assignment	January 31	10
Essential Questions Quiz	February 7	15
Quiz on Lesson Plan: Standards, EQ, I Can	February 7	15
Standards and EQ Assignment	February 7	10
Good Obj Bad Objective Quiz	February 14	15
LP Practice Objectives	February 14	25
Assessment Sort Quiz	February 21	15
Assessment Sort Homework	February 21	10
Objective & Assessment Alignment Assignment	February 28	25
Evaluative Criteria Assignment	March 7	20
Direct Instruction Quiz	March 14	15
Lesson Opener Assignment	March 14	15
Lesson Closure	March 21	15
Instructional Procedures Assignment	March 28	25
Academic Language Quiz	April 4	10
Academic Language Assignment	April 4	20
Knowing & Supporting Your Learners Quiz	April 11	10
Knowing & Supporting Your Learners	April 11	20

Feedback Questioning Management	April 18	15
Materials, Technology, Theory	April 25	15
Summative Assessment	May 2	50
Total		440

Course Grading Scale: *In order to go on to Residency I, students must make at least a C in this course.*

To earn a grade of:	Points Earned	Percentage Grade
A	414-430	100% - 94%
A-	405-413	93% - 92%
B+	396-404	91% - 90%
B	365-395	89% - 83%
B-	356-364	82% - 81%
C+	348-355	80% - 79%
C	317-347	78% - 72%
C-	308-316	71% - 70%
D+	299-307	69% - 68%
D	168-186	67% - 61%
F	165-167	60% and below

