

EDC U 460/EDC G 660 Using Data to Plan Curriculum and Instruction

University of Massachusetts Boston
College of Education and Human Development
Spring Semester 2020
Location: Wheatley W02-0200
Time: Mondays 4-6:45

Education is not a preparation for life but is life itself.

- John Dewey

Real education should consist of drawing the goodness and the best out of our own students.

-César Chávez

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General Course Description

This course focuses on how to design and implement diagnostic, formative, and summative assessments and how to analyze the data from such assessments as well as formal, large group standardized assessments in order to improve curriculum and instruction to better assist middle and secondary students in meeting state and national standards. Students will design a curriculum unit with lesson plans based on analyzing assessment data.

Course Overview

We do not learn to teach simply through practice. We learn how to teach through a combination of practice, thoughtful choices, questioning our own perspectives, and learning from our students, fellow teachers, and educational research.

This will course explore how curriculum, planning, and instructional techniques apply across all secondary subject areas. In this course we will develop your pedagogical knowledge and begin to have you examine how this knowledge applies to your own disciplines. This course aims to show you ways to bring educational theory into practice and is intended to be both practical and reflective. As a student, it is important that you use this class to prepare yourself for the realities of the classroom. As such, you are encouraged to ask any questions you have and use this class to fill in some of the holes you see in your teacher preparation.

Because students taking EDC U 460/EDC G 660 come from diverse academic backgrounds (English, history/social sciences, mathematics, sciences, world and classical languages [Latin, Spanish, Chinese]) the course also provides an (often rare) opportunity to explore curricular connections across the disciplines. Students will work on the final project that allows them to gain a greater understanding of the depth and complexity of their specific content areas, but also see how it connects to other subject areas.

Because students taking EDC U 460/EDC G 660 are diverse racially, ethnically, socioeconomically, and in gender, sexual orientation, language, and physical ability, it is important we create a climate where everyone feels comfortable sharing their experiences and perspectives, as well as offering and receiving constructive feedback or advice. At all times we will give each other respect, confidentiality, and confidence in each other. We will speak from our own experiences and allow others to speak from theirs. We will give care for others and recognize that our classroom is a community.

This course is organized into five categories: *school community (milieu)*, *curriculum, assessment, instruction*, and *reflective practice*. Each section will explore the basic principles of the category as they apply to secondary teaching (both middle and high school). The course instructor will use multiple instructional strategies: lecture, presentations, group work, discussion, video, case studies, guest speakers, etc. to model varied instruction.

Students are required to complete readings in preparation for each class session. These readings will be discussed in class (various strategies will be used to assess the readings). Students will also be required to complete regular assignments, including two reflection papers and one lesson plan. For the final project, students will work in teams (approximately 2-3 students) to create a unit in their subject area and then give a presentation on their unit to the class.

Course Objectives

By the end of the course, students will be able to meet the proficiency level of the following essential elements from CAP (Candidate Assessment of Performance):

- **Set high expectations:** Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.
- **Plan well-structured lessons:** Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.
- **Make adjustments to practice:** Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.
- **Reflect on practice:** Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.

Required Texts and Readings:

- Course Reading Packet (on course Blackboard site). Students must bring digital or printed copies of readings to each class session. For sustainability reasons, I no longer photocopy handouts or readings. Please bring a laptop, digital tablet, or phone to access readings and course handouts. If you prefer hard copies and do not have access to a photocopier, I suggest you bring the documents on a CD to a print shop (i.e. CopyCop, FedEx Office) and they can print it into a reading packet for under \$40. If you do not have access to a digital device, please see Chris. UMass Boston also has a laptop loan program: www.umb.edu/it/labs/laptops
- Massachusetts Curriculum Framework (Available at: www.doe.mass.edu and on the Blackboard site. Please download the PDF that is appropriate to your subject.

Recommended Texts:

The following books are recommended, but not required. You may find them helpful as you begin your teaching career.

Boudett, K. (2013). *Data-wise*. Cambridge, MA: Harvard Education Press.

Nieto, S. (2003). *What keeps teachers going?* New York, NY: Teachers College Press.

Joyce, B., Weil, M., and Calhoun, E. (2015). *Models of teaching*. Boston, MA: Pearson.

Wiggins, G. and McTighe, J. (2005). *Understanding by design*. Upper Saddle River, NJ: Pearson.

Jones, F. H. (2007). *Tools for teaching: Discipline, instruction, motivation*. Santa Cruz, CA: Fredric H. Jones & Associates.

Wong, H. K., & Wong, R. T. (1997). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications.

Evaluation**Assignment 1: Course Syllabus**

Points: 20

Description: You will be required to write a course syllabus. The syllabus should include course title, teacher information, course description, essential questions, texts/materials, major assignments/projects, course topics/schedule, and evaluation.

Assignment 2: Teaching Philosophy

Points: 20

Description: You will be required to write a teaching philosophy. In this paper, you will be asked to consider research on teaching and learning, and reflect on how that frames your understanding of the classroom.

Assignment 3: Lesson Plan

Points: 10

Description: You are required to complete one ungraded lesson plan for your subject area at the grade-level your choosing, which will be returned with feedback and a rating ($\checkmark+$, \checkmark , $\checkmark-$). You will receive 10 points for on-time completion. With revisions based on instructor feedback, you may include this lesson plan in your unit plan (so consider that when choosing a topic).

Assignment 4A: Unit Project

Points: 100

Description: In teams of 3-5 students (grouped by subject area/level), you will create a unit plan (overview with rationale and a road map of 10-15 lesson plans; 3 fully developed lesson plans per group member; formative and summative assessment) for a grade level of your choosing. Part of the grade will be for individual work (60%) and part of the grade will be for group work (40%).

Assignment 4B: Unit Project Presentation

Points: 20

Description: You will prepare a 20-minute group presentation (with slides, video, audio, etc.) explaining your subject area/level unit to the class.

Participation: Readings, Class Discussions, Group Work, and Activities

Points: 30

Description: Class participation is important for successful learning. Students should regularly contribute to class discussions and participate during group work and class activities. The instructor will be informally assessing if students have read the material by their participation in reading related activities. Points will be deducted for cell phone or laptop use unrelated to the class activities.

Attendance: It is expected that students will attend every class session. If you miss class, points will be deducted from your participation grade. Students are allowed one excused absence for extenuating circumstance (illness-, family-, or work-related) with a make-up assignment. Please see the instructor in advance if you believe this will be an issue or let him know as soon as possible if there is an emergency and you cannot attend class.

Evaluation and Extensions

There are 200 total points for the course. All assignments will be graded using a rubric (complete assignment requirements and rubrics are posted on the Blackboard site) and all grades will be returned via Blackboard. Assignments must be uploaded through Blackboard by the posted deadline. Late assignments will have the grade decreased by 10% for each day late (if no extension is requested).

I would like you to do your best work in this course. I realize that sometimes circumstances outside of class may make it difficult to meet course deadlines. This class has an open extension policy, meaning any students may gain an extension in advance or, in cases where extenuating circumstances do not allow for forewarning, with an

explanation. The only ultimate deadline for this course's assignments is the end of the semester. That being said, I will always ask you to set a deadline for when extension work will be completed, as it helps both of us (it will ensure that you do not fall behind in your work and it will ensure that I can schedule a time to grade and give you feedback on your assignment). To ask for an extension, please e-mail me (christopher.martell@umb.edu).

Grading Scale		
Grade	Percentage	Points
A	93-100%	4.00
A-	90-92%	3.70
B+	87-89%	3.30
B	83-86%	3.00
B-	80-82%	2.70
C+	77-79%	2.30
C	73-76%	2.00
F	0-72%	0.0

Grading Policies		
NA	Not Attending (student appeared on roster, but never attended class). NA has no effect on cumulative GPA. Student is still responsible for tuition and fee charges.	N/A
W	Received if withdrawal occurs before the withdrawal deadline (see the academic calendar). Student is still responsible for tuition and fee charges.	N/A
INC	Incompletes are given at the discretion of the instructor and only when satisfactory work has been accomplished in the majority of the course work, i.e. a passing grade at the withdrawal deadline, but the student is unable to complete course requirements as a result of circumstances beyond his/her control. The student must sign a contract with the course instructor to receive a grade of incomplete. Incompletes will turn into F's if the work is not completed within one year.	N/A

TaskStream

Students in the Middle/Secondary Ed Initial licensure program will upload the core assignments (the Unit Plan and Unit Plan Flowchart) into their program portfolio in TaskStream. To capture Instructor Feedback in Blackboard, you can either take a screenshot of the rubric (google screenshot and the name of your device if you don't know how to do this) and paste it into a word document OR right-click and print it as a PDF, however, if you do this, you need to change the rubric to List View and make sure you check off "show descriptions" and "show feedback". To upload your core assignment into Taskstream, log into TaskStream at <https://www.taskstream.com>. (If you don't have an account yet, contact Gary Chan at gary.chan@umb.edu), click on the "My Middle/Secondary Ed Program Portfolio" link (if it's not there, scroll to the bottom of the home page, click "Enter Code" and enter the code RBKPJF), click on the EDC G 660 Core assignment (it is in two places: Well-structured Lessons AND Adjustments to Practice),

and then click on the attachment button at the bottom. Follow the instructions to browse your computer and upload the file. Then, click on the “submit work” button.

Membership in Your Professional Organization

Almost all secondary disciplines have professional organizations that offer support to teachers. Usually for a reduced membership fee, university students can join these organizations, and benefit from their monthly magazines with lesson ideas and discussions about the subject. Most of the organizations’ websites are listed in the links section on the course Blackboard site.

Accommodations

The University of Massachusetts Boston is committed to providing reasonable academic accommodations for all students with disabilities. This syllabus is available in alternate format upon request. Students with disabilities who need accommodations in this course must contact the Ross Center for Disability Services to discuss needed accommodations. Students must be registered with the Ross Center for Disability Services, CC UL 211, www.umb.edu/academics/vpass/disability, ross.center@umb.edu , 617.287.7430 before requesting accommodations.

Academic Integrity and The Code of Student Conduct

It is the expressed policy of the University that every aspect of academic life not only formal coursework situations, but all relationships and interactions connected to the educational process shall be conducted in an absolutely and uncompromisingly honest manner. The University presupposes that any submission of work for academic credit indicates that the work is the student’s own and is in compliance with University policies. In cases where academic dishonesty is discovered after completion of a course or degree program, sanctions may be imposed retroactively, up to and including revocation of the degree. Any student who reasonably believes another student has committed an act of academic dishonesty should inform the course instructor of the alleged violation. These policies are spelled out in the Code of Student Conduct. Students are required to adhere to the Code of Student Conduct, including requirements for academic honesty, as delineated in the University of Massachusetts Boston Graduate Catalogue and on their Website and in relevant program student handbook(s) or websites:

http://www.umb.edu/life_on_campus/policies/code/

You are encouraged to visit and review the UMass website on Plagiarism:

<http://umb.libguides.com/plagiarism>

Course Schedule

Week	Topic(s)	Readings Due¹	Assignments Due
1 1/27	Introduction and Overview Student and Instructor Introductions/Course Syllabus/Preview Assignments//Blackboard Site School Community (The Milieu) Connecting with Students and Families		
2 2/3	School Community (The Milieu) Teaching All Students Critical Multicultural Education Curriculum Learning Theories Curriculum Basics Unit Group Work (Topics)	1-Nieto* Choose 1: 2-Villegas & Lucas (Race/Culture) 3-Sadker (Gender) 4-Teaching Tolerance (LGBTQ) 5-Bransford*	
3 2/10	Curriculum Unit and Lesson Planning Backward Planning Unit Group Work (Outline)	6-Wiggins & McTighe (1)* 7-Wilen et al. (1)*	
4 2/24	Assessment Assessment Overview Formative vs. Summative Assessments Unit Group Work (Assessments)	8-Wilen et al. (2)* 9-Sternberg*	Assignment 1: Course Syllabus Please upload your assignment to Blackboard by 4 pm on 2/24.

¹ All readings with a star must be read. Readings without a star are part of a choice, which students will choose in the prior class.

Week	Topic(s)	Readings Due	Assignments Due
5 3/2	Assessment Designing Assessments Using Data to Inform Instruction Unit Group Work (Assessments)	10-Oberman & Boudett* 11-Price & Koretz*	
6 3/9	Instruction Models of Teaching Instructional Techniques Unit Group Work (Lesson Planning)	12-Joyce, Weil, & Calhoun* 13-Waddell and McCaffrey*	Assignment 2: Teaching Philosophy Please upload your assignment to Blackboard by 4 pm on 3/9.
7 3/16	Instruction Higher-Order Thinking Unit Group Work (Lesson Planning)	14-Case* 15-Wiggins & McTighe (2)*	
8 3/23	Instruction Differentiated Instruction Unit Group Work (Lesson Planning)	16-King* 17-Tomlinson*	Assignment 3: Ungraded Lesson Plan Please upload your assignment to Blackboard by 4 pm on 3/23.
9 3/30	Instruction Homework and Projects Technology Unit Group Work (Lesson Planning)	18-Marzano & Pinkering* 19-Kohn (1)* Choose 1: 20-McFarlane 21-Monke 22-Wenglinsky	
10 4/6	Instruction Classroom Climate Teachers and Students Behaviors Unit Group Work (Lesson Planning)	Choose 1: 23-Wong & Wong 24-Metzger 25-Kohn (2)	

Week	Topic(s)	Readings Due	Assignments Due
11 4/13	Reflective Teaching Reflection Professional Development Unit Group Work (Presentations)	26-Zeichner & Liston* Choose 1: 27-Martell & Hashimoto- Martell (Social Studies) 28-Hashimoto-Martell (Science) 29-Whitin (ELA) 30-Kenney (ELA) 31-Gutstein (Math) 32-Kirshner & Pozzoboni (Youth Participatory Action Research)	
4/20	NO SCHOOL PATRIOTS DAY		
12 4/27	Reflective Teaching Action Research Unit Group Work (Presentations)		Assignment 4A: Group Unit Projects Please upload your assignment to Blackboard by 4 pm on 4/27.
13 5/4	Presentations		Assignment 4B: Group Unit Presentations Please upload your assignment to Blackboard by 8 am on 5/4. NOTE: This due date is before class, so Chris has time to download presentations.
14 5/11	LAST CLASS Presentations Course Evaluations Final Thoughts and End of Course Celebration		

READING LIST**Reading 1**

Nieto, S. M. (2002). Profoundly multicultural questions. *Educational Leadership*, 60(4), 6-10.

Reading 2

Villegas, A. M., & Lucas, T. (2007). The culturally responsive teacher. *Educational Leadership*, 64(6), 28-33.

Reading 3

Sadker, D. (1999). Gender equity: Still knocking at the classroom door. *Educational Leadership*, 56(7), 22-26.

Reading 4

Teaching Tolerance. (2009). *The ABCs of sexual orientation*. Retrieved from <http://www.tolerance.org/activity/anti-gay-discrimination-schools>

Reading 5

Bransford, J., Brown, A. L., & Cocking, R. R. (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academies Press. (Chapter 6 & 7)

Reading 6

Wiggins, G., & McTighe, J. (2005). *Understanding by design*. Washington, DC: Association for Supervision & Curriculum Development

Reading 7

Wilén, W., Ishler, M., Hutchinson, J., & Kindsvatter, R. (2007). *Dynamics of effective secondary teaching* (6th ed.). Boston, MA: Allyn & Bacon. (Chapter 4)

Reading 8

Wilén, W., Ishler, M., Hutchinson, J., & Kindsvatter, R. (2007). *Dynamics of effective secondary teaching* (6th ed.). Boston, MA: Allyn & Bacon. (Chapter 10)

Reading 9

Sternberg, R. J. (2009). Assessing what matters. *Educational Leadership*, 65(4), 20-27.

Reading 10

Oberman, M. E., & Boudett, K. P. (2015). Eight steps to becoming data wise. *Educational Leadership*, 73(3), 1-10.

Reading 11

Boudett, K. P., City, E. A., & Murnane, R. J. (2013). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning*. Cambridge, MA: Harvard Education Press. (Chapters 2)

Reading 12

Joyce, B., Weil, M., & Calhoun, E. (2018). *Models of teaching* (9th ed.). Boston, MA: Pearson. (Chapters 1 and 2)

Reading 13

Waddell, K. J. (2018). You do, we do, I do: A strategy for productive struggle. *Educational Leadership*, 14(11), 1-2.

McCaffrey, T. (2016). Rethinking the gradual release of responsibility model. *National Council of Teachers of Mathematics*. Retrieved from: <https://www.nctm.org/Publications/Mathematics-Teaching-in-Middle-School/Blog/Rethinking-the-Gradual-Release-of-Responsibility-Model/>

Reading 14

University of Victoria (2009). Bloom's taxonomy. Retrieved from <http://www.coun.uvic.ca/learning/exams/blooms-taxonomy.html>

Case, R. (2013). The unfortunate consequences of Bloom's Taxonomy. *Social Education*, 77(4), 196-200.

Reading 15

Wiggins, G., & McTighe, J. (2008). Put understanding first. *Educational Leadership*, 65(8), 39-41.

Reading 16

King, A. (1993). From sage on the stage to guide on the side. *College Teaching*, 41(1), 30-35.

Reading 17

Tomlinson, C. A. (1999). Mapping a route toward differentiated instruction. *Educational Leadership*, 57(1), 12-16.

Reading 18

Marzano, R. J. & Pinkering, D. J. (2007). The case for and against homework. *Educational Leadership*, 66(7), 32-37.

Reading 19

Kohn, A. (2006). The truth about homework: Needless assignments persist because of widespread misconceptions about learning. *Education Week*.

Reading 20

McFarlane, H. (2008). The laptops are coming! The laptops are coming! *Rethinking Schools*, 22(4).

Reading 21

Monke, L. W. (2006). The overdominance of technology. *Education Leadership*, 63(4), 20-23.

Reading 22

Wenglinsky, H. (2006). Technology and achievement: The bottom line. *Education Leadership*, 63(4), 29-32.

Reading 23

Wong, H. K., & Wong, R. T. (1997). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications.

Reading 24

Metzger, M. (2002). Learning to discipline. *Phi Delta Kappan*, 84(1), 77-84.

Reading 25

Kohn, A. (1998). *What to look for in a classroom*. New York, NY: Wiley and Sons.

Reading 26

Zeichner, K., & Liston, D. (1996). *Reflective teaching: An introduction*. Mahwah, NJ: Lawrence Erlbaum Associates.

Reading 27

Martell, C. C., & Hashimoto-Martell, E. A. (2012). Throwing out the textbook: A teacher research study of changing texts in the history classroom. In H. Hickman & B. J. Porfilio (Eds.), *The new politics of the textbook: Critical analysis in the core content areas* (pp. 305-320). Boston, MA: Sense Publishers.

Reading 28

Hashimoto-Martell, E. A. (2011). *Exploring science identities of elementary students of color*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Reading 29

Whitin, P. E. (1996). Exploring visual response to literature. *Research in the Teaching of English*, 30(1), 114-140.

Reading 30

Kenney, L. M. (2010). Being out and reading queer-inclusive texts in a high school English classroom. In M. V. Blackburn, C. T. Clark, L. M. Kenney, & J. M. Smith (Eds.), *Acting out!: Combating homophobia through teacher activism* (pp. 56-73). New York, NY: Teachers College Press.

Reading 31

Gutstein, E. (2003). Teaching and learning mathematics for social justice in an urban, Latino school. *Journal for Research in Mathematics Education*, 34(1), 37-73.

Reading 32

Kirshner, B., & Pozzoboni, K. M. (2011). Student interpretations of a school closure: Implications for student voice in equity-based school reform. *Teachers College Record*, 113(8), 1633-1667.