

MAKING SENSE OF THE MESS: ALIGNING CURRICULUM TO STATE AND NATIONAL STANDARDS

Gloria Gresham, Liz Vaughan, Vikki Boatman, & Kimberly Welsh

Stephen F. Austin State University

Nacogdoches, Texas



WHY



Data indicated concerns with teacher candidate performance



Courses not consistently or effectively aligned to program standards



Program standards changed



State assessment focused more and more on candidate performance in the field



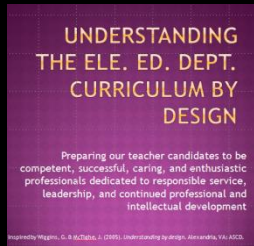
SETTING THE STAGE AND KEEPING ALL INVOLVED



Analyze data, state and national expectations



Be open with all information



Professional development in curriculum alignment process



Gain approval all along the way



Gain consensus; involve all; realize group size changes according to purposes



Communicate, Communicate, Communicate

THE PROCESS

12. Create Master Course Modules

11. Course Directors add SLOs, Assignments, & Assessments

10. Communicate Guidelines for Course Creation

9. Determining the Guarantee: Content, Processes, & Assessments (Assignments)

1. Design the Department Curriculum Plan

2. Unpack the National Program Standards

3. Winnow & Craft Program Learning Objectives (PLOs) & Assessments

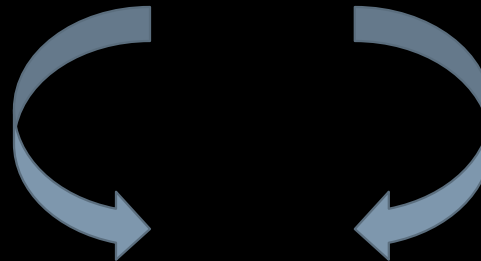
4. Unpack the State (TExES) Standards

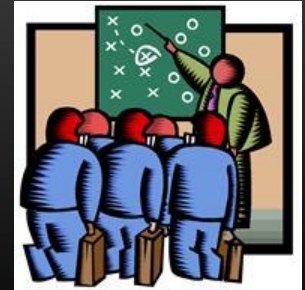
5. Winnow Down TExES Standards

6. Craft Student Learning Objectives (SLOs) from the TExES Standards,⁴ etc.

8. Arrange PLOs and SLOs across courses

7. Align the PLOs and SLOs





CURRICULUM PLAN

1. Vision and Mission
2. Curriculum Design Process
3. Roles and Responsibilities with Organizational Chart
4. Curriculum Delivery Procedures – Program Coordinator, Course Directors, Faculty Instructors, & Adjuncts
 - a. Master Course Modules – Maintained by Course Directors
 - b. Faculty Development and Coordination of Specific Courses – Maintained by Course Directors
5. Curriculum Monitoring and Evaluation
 - a. Unit and PLO Assessment data are maintained in TracDat and LiveText - Instructors
 - b. At least annually, Unit and PLO Assessment data are reviewed – Program Coordinator
 - c. At least annually, courses are reviewed to determine if changes are needed as a result of Unit and PLO Assessment Data – Course Directors and Program Coordinators

- **Let's Unpack an ACEI Standard Together**
- **ACEI Standard 3.1 Integrating and applying knowledge for instruction**—Candidates **plan** and **implement instruction** based on **knowledge of students**, **learning theory**, **connections** across the **curriculum**, curricular **goals**, and **community**;

Identify Verbs – Thinking Level?

Plan – Application
Implement – Application

Identify Content – Know or Do?

Know – knowledge of students,
learning theory, integrating
curriculum, goals, community
Do – plan, implement content

CONTENT (KNOW)	PROCESSES (DO)
<p>Knowledge of students – stages of development, stages of oral language development</p> <p>Learning theory (motivation – Maslow, (cognition – Koffka, Kohler, Lewin, Piaget, Ausubel, Bruner, Gagne), (behaviorism – Thorndike, Pavlov, Watson, Guthrie, Hull, Tolman, Skinner), Humanistic – (Tennet, Maslow, Rogers, Social and Situational (Bandura, Lave and Wenger, Salomon)</p> <p>Curriculum Integration, Goals, Objectives, Alignment, Units</p>	<p>Design lesson</p> <p>Craft learning goals/objectives</p> <p>Align lesson to state standards (includes assessment)</p> <p>Implement technology, resources, activities to engage learners.</p>

- **Your Turn – Find a friend or two – 8 Minutes**
- **ACEI Standard 5.1 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary students.**

Identify Verbs – Thinking Level?

Identify Content – Know or Do?

CONTENT (KNOW)	PROCESSES (DO)

**UNPACKING
THE
STANDARDS!**

WINNOWNING & CRAFTING PLOS

- ACEI Standard 3.1 Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community
- ACEI Standard 3.2. Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students
- ACEI Standard 3.3 Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving
- ACEI Standard 3.4 Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K- 6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments
- ACEI Standard 3.5 Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom

PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners.

YOU TRY – WITH YOUR PARTNER – 7 MINUTES

ACEI Standard 5.1. Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

ACEI Standard 5.2. Candidates know the importance of establishing and maintaining a positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.

For five minutes, work to combine these into one Program Learning Objective.

WINNOWNING STATE STANDARDS

The state standards for each content area are unpacked. Then it is time to winnow!

Standard I. The science teacher manages classroom, field, and laboratory activities to ensure the safety of all students and the ethical care and treatment of organisms and specimens.

Standard II. The science teacher understands the correct use of tools, materials, equipment, and technologies.

Standard III. The science teacher understands the process of scientific inquiry and its role in science instruction.

Standard IV. The science teacher has theoretical and practical knowledge about teaching science and about how students learn science.

Standard V. The science teacher knows the varied and appropriate assessments and assessment practices to monitor science learning.

Standard VI. The science teacher understands the history and nature of science.

Standard VII. The science teacher understands how science affects the daily lives of students and how science interacts with and influences personal and societal decisions.

Standard VIII. The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in physical science.

Standard IX. The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in life science.

Standard X. The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in Earth and space science.

Standard XI. The science teacher knows unifying concepts and processes that are common to all sciences.

WINNOWING STATE STANDARDS

The state standards are combined if possible and Student Learning Objectives crafted.

- SLO 1 – Candidates will know and understand the history and nature of science (VI).
- SLO 2 – Candidates will understand how students learn in science and how science interacts with and influences personal and societal decisions (IV, VII).
- SLO 3 – Candidates will understand use of tools, materials, equipment, and technologies and manage classroom, field, and laboratory activities to ensure the safety of all students and ethical care and treatment of organisms and specimens (I, II).
- SLO 4 – Candidates will know and understand theoretical and practical knowledge of science teaching including the process of scientific inquiry and its role in instruction (IV, III)
- SLO 5 – Candidates will know and understand the TEKS in physical science, life science, earth, and space science and will use unifying concepts and processes that are common the science content appropriate (VIII, IX, X, XI) .
- SLO 6 – Candidates will know and use varied and appropriate assessment practices to monitor science learning (V)

Curriculum Example Handout - Microsoft Word

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PRACTICUM II COURSE	ELE 301 3 HRS COURSE NAME: Teaching Science in EC-6 COURSE DESCRIPTION: Examination of science curriculum for grades EC-6 with emphasis on current practices, trends, and research on effective practices for teaching science. <u>Includes investigation of activities, and materials appropriate for achieving science objectives.</u> PRE-REQUISITES: Admitted into Teacher Education; passed PPR <u>TEXES</u> exam; enrolled in Practicum II.
PLOs/SLOs PLO/SLO Assessments	<p>PLO 1 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation (ACEI 1).</p> <ul style="list-style-type: none"> SLO 1.1 – Candidates will know and understand the history and nature of science (VI). <ul style="list-style-type: none"> SLO 1.1 Assignment – Position Paper on Teaching and History of Science SLO 2 – Candidates will understand how students learn in science and how science interacts with and influences personal and societal decisions (IV, VII). <p>PLO 2 Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2).</p> <ul style="list-style-type: none"> SLO 3 – Candidates will understand use of tools, materials, equipment, and technologies and manage classroom, field, and laboratory activities to ensure the safety of all students and ethical care and treatment of organisms and specimens (I, II). <ul style="list-style-type: none"> SLO 3.1 Assignment - Field Investigations & Reflection (B&B) SLO 5 – Candidates will know and understand the TEKS in physical science, life science, earth, and space science and will use unifying concepts and processes that are common to the science content appropriate (VIII, IX, X, XI). <ul style="list-style-type: none"> SLO 5.1 Assignment - Science Department Content Exam <p>PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3).</p> <ul style="list-style-type: none"> SLO 4 – Candidates will know and understand theoretical and practical knowledge of science teaching including the process of scientific inquiry and its role in instruction (IV, III) <p>PLO 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4).</p> <ul style="list-style-type: none"> SLO 6 – Candidates will know and use varied and appropriate assessment practices to monitor science learning (V)
Program & Unit Assessments	PLO 2 Science Lesson Plan (SPA 3)

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NEXT STEPS



- Meeting with Course Directors and adding other content, processes
- Professional Development with Course Directors concerning course creation with D2L (face to face and online)
- Creation of Master Courses
- Course Approval – Department and OIT with online courses
- Course Professional Development for Instructors & Adjuncts
- Course Implementation

QUESTIONS



For more information email greshamglori@sfasu.edu