



Curriculum Planning is not for Sissies:

**Connecting Standards,
Evidence, and the
Naysayers for Quality
Teacher Ed Programs**

CSOTTE Fall 2015

Dr. Janet Tareilo

tareiloj@sfasu.edu

Have You Ever Heard...



- Why are we having to put all this stuff in our syllabi?
- Are we planning like this just to check it off in a box?
- What makes you think our students actually care about the standards?
- How is accreditation really going to impact my teaching?
- **What have you heard?**

Just Too Many Letters



- **EPPs**
- **TEA**
- **CAEP**
- **InTASC**
- **ISTE**
- **CACREP**
- **SHAPE**

These are only a few!

Where Do You Start



- **Standards (for EPPs)**
- **Syllabi**
- **Authentic Assessments**
- **Authentic Rubrics**
- **Data Collection System**

Bringing Faculty Along



- **Common Language**
- **Be Available**
- **Make it Easy**



Typical Faculty



- “I’m ready. Let’s do this.”
- “I think I have this down. Not sure if I can do it your way.”
- “I’m not doing this and because I’m tenured, you can’t make me.”

We Can Do It!

The image is a reproduction of the famous World War II poster 'We Can Do It!' by J. Howard Miller. It features Rosie the Riveter, a symbol of the American home front effort. She is depicted as a woman with a determined expression, wearing a blue denim work shirt with a riveter's union patch on the sleeve and a red bandana with white polka dots tied around her head. She is flexing her right bicep, which is remarkably muscular. The background is a solid yellow, and the top of the image has a blue banner with the slogan 'We Can Do It!' in white, bold, sans-serif capital letters. In the bottom left corner, there is a small signature 'Glenn Keating ©'.

Educator Standards Alignment Chart for the Physical Education EC-12 Certificate

[illegible]

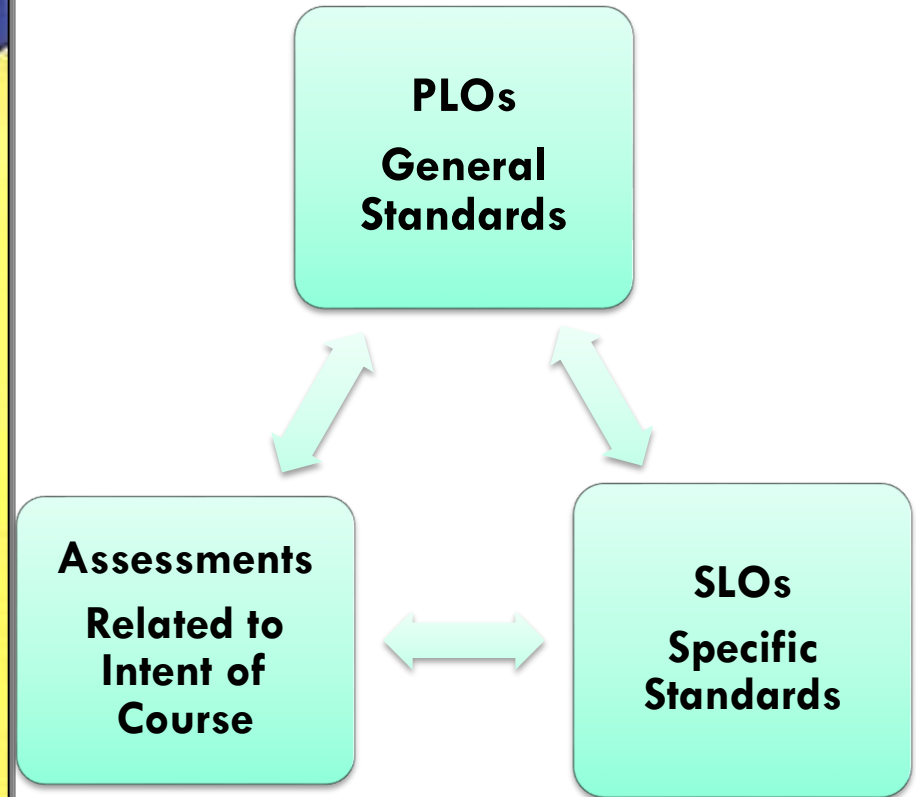
Reminders



- **Overview of Program not a Course**
- **Develop a Department System**
- **Connect Assessments**
- **PLOs and SLOs**



Picture This



What it Doesn't Look Like



Component	Date	Percentage
Homework and Quizzes	MML assignments and quiz due each Wednesday Class assignment due dates are on the MTH 127 Calendar.	20%
Exam I	Exam dates are on the MTH 127 Calendar.	20%
Exam II	Exam dates are on the MTH 127 Calendar.	20%
Exam III	Exam dates are on the MTH 127 Calendar.	20%
Final Exam	Tuesday, December 15 at 6:45-8:45 PM in Kennedy Auditorium	20%

What it Could Look Like



Program Learning Outcomes & Student Learning Outcomes:

PLO1 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; AMLE 1; InTASC 1).

- **SLO 1.1** Candidates will conduct guided reading with a small group of students (3), and focus on strategy instruction while planning lessons to address specific TEKS
 - **SLO Assessment 1.1** Weekly Lesson Plans using Explicit Learning Framework lesson plan
- **SLO 1.2** Candidates will lead a morning meeting which includes: (1) a morning greeting in which all students speak and greet someone else by name and include morning routine (calendar, lunch, etc..) with an interactive message that has been written by the candidate (the message will be on chart paper using correct letter formation, and will elicit feedback and discussion from students); (2) imbedding word play and phonics into discussion; (3) dismissing students from rug in an interactive, organized fashion.
 - **SLO Assessment 1.2** Self-assessment

Using a Map



HSC 430.001 – Social and Emotional Health

Curriculum Alignment

Assignments/Assessments	AAHE/CAEP	TEA Standards	ISTE	InTASC
Mentor Project	Standard I Focus: Content Knowledge		Standard 1: Inspire Student Creativity	
Reflections	Standard V Focus: Assessment of Student Learning			
Group Projects	Standards VI & VII Foci: Administration and Resources		Standard 5: Engage in Professional Growth	
Exam 1				
Exam 2				
Exam 3				

[illegible]

Authentic Assessments...It's Simple



Use language of the standards.....

InTASC Standard 1a - 1a.The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

Possible Rubric Statement:

The candidate uses a variety of assessment measures to meet the needs of diverse learners.



Be Ready for the Bumps



Limited faculty understanding –

Develop a common language

Difficult to get all faculty together –

Work in small groups

Unsure about procedures –

Develop a working system

All about accreditation –

All about program improvement



The Take Aways



- **Standards improve programs**
- **Develop a working system that involves faculty**
- **Authentic assessments are essential**

