Department of Education Studies - Secondary Education
SEED 3371 641 - Curriculum and Instructional Design for All Learners

FALL semester 2021

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Course Time & Location: online
Credit hours: 3

Office Hours: Monday-Thursday 9:30-10:30 am & Mondays 7:30-8:30 pm via zoom link below or by appointment (email me to set up an appointment or text)

Click for Zoom link meetings or for office hours:
Join Zoom Meeting
https://sfasu.zoom.us/j/95879862853?pwd=dGh1aWpxdFIzTzB4NG9qYmRKRkZPZz09
Meeting ID: 958 7986 2853
Passcode: 949901
Or call: 346.248.7799
Note: this zoom link is valid for all meetings with me until October 11th. A new link will be sent at that time.

Prerequisites: HMS 203, SEED 3370, and admission to Teacher Education

I. Course Description: This course involves the development of learner-centered curriculum and instruction with an emphasis on culturally relevant teaching. This course also focuses on research-based instructional models relevant to public school education, especially effective and equitable education for racially, culturally, and linguistically diverse students. This course also involves a field experience in local schools over the course of the semester. There is a critical assignment related to accountability and accreditation in this course which is collected in Livetext. This course is a prerequisite for SEED 4250, SEED 4150, SEED 4343 and SEED 4360.

Notes about Online Format – Curriculum and Instructional Design for All learners (3 credits) is online. Classwork includes 10 field hours, weekly assignments, and an instructional design project including: a scope and sequence plan, a unit plan, and three lesson plans in students’ content area.
This course includes critical assignments related to accountability and accreditation. Your Instructional Design Plan will be submitted in the D2L Dropbox and to LiveText, the data management system of the College of Education. You will also submit your 10 field hours through the Field Experience Module (FEM) on Livetext. Note: 5 hours must be special education observations. YOU MUST FIND A PLACEMENT TO COMPLETE OBSERVATIONS AND COMPLETE A BACKGROUND CHECK!

II. Intended Learning Outcomes/Goals/Objectives:
A complete listing of the state and national standards associated with this course is located on the Perkins College of Education (PCOE) website.

A. Program Learning Outcomes
1. The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society. (Training in TEKS)
2. The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society. (Training in TEKS)
3. The candidate will design an effective classroom management plan for diverse learner centered educational settings.
4. The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education. (Training in TEKS)

B. Student Learning Outcomes
At the end of this course students will be able to:
1. Demonstrate an understanding of the connection between various components of the Texas assessment program, the state-mandated curricula (TEKS, ELPS, CCRS) and instruction.
2. Demonstrate effective instructional planning at both the long-term level (including scope and sequence and unit planning) and short-term level (weekly and daily planning). (Training in TEKS)
3. Plan lessons and structure units so that activities progress in a logical sequence and support the state-mandated curricula. (Training in TEKS)
4. Plan developmentally appropriate, meaningful instruction that encourages the use of higher-order thinking skills and that incorporate different approaches to learning (e.g., auditory, visual, tactile, kinesthetic) into instructional practices. (Training in TEKS)
5. Design various instructional strategies that promote active student engagement and learning based on students’ needs, and that incorporate varied activities and groupings appropriate to student levels. (Training in TEKS)
6. Write and use appropriate instructional objectives for effective teaching and learning. (Training in TEKS)

**A complete listing of all the educator preparation standards this course meets and a list of the key assessments used for program accreditation purposes can be found at: [http://www.sfasu.edu/secondaryed/documents/Sec-Ed-Standards-Alignment-and-Key-Assessments.pdf](http://www.sfasu.edu/secondaryed/documents/Sec-Ed-Standards-Alignment-and-Key-Assessments.pdf)**
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

COURSE ASSIGNMENT (brief descriptions):

1. Weekly Module Assignments (300 points) - Students will complete various assignments within modules, including activities, reading responses, discussions that will include ideas from Lev Vygotsky, John Dewey, Benjamin Bloom, Geneva Gay, Gloria Ladson-Billings and other educator-scholars.

2. Authentic Assessment- Instructional Design Project (400 pts) - Students will create the following parts of an instructional design project, part of which is required to be submitted in Livetext for accreditation purposes. **Supports the PCOE core value of Academic Excellence through critical, reflective, and creative thinking.

* A scope and sequence for their content area, including relevant state standards TEKS (50 pts)
* One unit plan that is part of their scope and sequence that includes TEKS, ELPS, SJ and CCRS standards that will also be uploaded into Livetext (100 pts)
* Three detailed lesson plans that are part of the unit plan, that include TEKS, ELPS, SJ, and CCRS standards that will also be uploaded into Livetext (150 pts)
* Answers to reflection questions about the entire planning process which will be uploaded into Livetext (100 pts)

**A WH (Withheld) grade will be given in this course until the required FEM/LiveText assignments are submitted.

As part of the instructional planning format, students are required to list the appropriate standards from ALL of the following state of Texas educational standards: Texas Essential Knowledge Skills (TEKS), English Language Proficiency Skills (ELPS) and Career, Social Justice (SJ), and College Readiness Skills (CCRS) and are available at:

http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785

3. Classroom Observations/Tutoring of Special Needs Students plus Reflection Questions –

Online Course - Each SFA student will complete 10 virtual hours of observations provided by the instructor and/or your own video exploration, observing and reflecting teachers working with special needs learners as part of his/her field experiences for this course.

These hours will be submitted into the FEM Livetext electronic system for Perkins College of education accreditation verification. Students will reflect and respond to four reflection
questions (50 pts.) will be submitted at the completion of the field experience. **Supports the PCOE core value of Service that enriches the community and the COE core value of Openness to new ideas and to culturally diverse people. CAEP Standard 2.3. **A WH (Withheld) grade will be given in this course until the required FEM/LiveText assignments are submitted**

This supports the PCOE core value of Service that enriches the community and the COE core value of Openness to new ideas and to culturally diverse people. CAEP Standard 2.3.

4. Professional Dispositions Evaluation (includes attendance and participation) (40 pts) At this point in each student’s professional development, the Secondary Education Program expects pre-service candidates to demonstrate a wide range of professional dispositions, including: regular attendance, on-time arrival to class, active class participation, adherence to professional ethics, collaboration, commitment to diversity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student focus.

    As a professional teacher, you will be responsible for other peoples’ children – choose to be responsible and/or motivated enough to partake of every learning opportunity in your pre-service training. Remember, you are developing professional dispositions that will define you for the course of your career.

    **Supports the PCOE core value of Integrity, responsibility, diligence, and ethical behavior.**

5. Professional Development Opportunities EXTRA CREDIT (20 pts. each). Just as professional educators have the opportunity for continued professional growth, students will also be given the opportunity to extend, elaborate, and apply their classroom learning to one educational experience outside of the classroom setting. These experiences will vary with the semester depending upon community and university events. **Supports the COE core value of Life-long Learning.**

    1. Failure Clause: You may immediately earn an “F” in SEED 371 due to the following reasons:

       - You take, consume, buy, sell, provide or have in your possession alcohol or illegal drugs in any form, at any time on
a school campus or at an event where you are receiving field experience hours or class credit.
- You falsify any records or documents, including hour sheets
- Your placement site teacher or administrator asks for you to be removed
- You have violated state or federal law
- You have violated The Code of Ethics and Standard Practices for Texas Educators
- You have violated school and/or district policy
- You have violated university policy
- Any other egregious acts of non-professional behavior
- You take, consume, sell, provide, or have in your possession, alcohol or illegal drugs in any form, to a school campus or at an event where you are receiving field experience hours
- You have accumulated 5 unexcused absences in this course.

2. **Students who earn a “D” or “F” in any SEED 450 course must re-take the course and make at least a “C” to move forward. Students who earn a “D” or “F” in SEED 450 or SED 450 Lab will NOT be allowed in Clinical Practice (Student Teach). They are required to re-apply for the internship SED 450/SED 450Lab and to meet with the Department Chair and Secondary Program coordinator before re-applying.**

QUALITY OF ASSIGNMENTS:
High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.).

All writing assignments must be typed using 12-point Times New Roman or Calibri font, double-spaced. Please proofread your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors.

Poorly written papers will be returned and resubmitted with appropriate corrections before credit is earned.

All work will be submitted via D2L to the course instructor.

**IV. Evaluation and Assessment (Grading):**
Student grades will be determined by the following criteria:
To determine your grade, take the points earned and divide by the number of points possible. Letter grades for the course will be determined as follows: 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, below 60% = F

Students in the secondary education and EC-12 education certification programs (undergraduate and PBIC) must earn a “C” or better in each pedagogy course before progressing to the next course/level. A student earning a grade less than “C” in a pedagogy course must repeat the course and earn a “C” or better before the course counts toward certification.

Failure to submit required assignments into the LiveText system will result in a penalty assessed to the assignment grade.

- Module assignments
- Instructional Design Plan (includes scope/sequence & 3 lesson plans)
- Observations and Reflection Questions
- Professional Dispositions/Attendance

NOTE: the points for specific assignments are below, but always check D2L

| 1000 Total Points |

V. Tentative Course Outline/Calendar (see course timeline and due dates in D2L):
NOTE: this is subject to change; check modules in D2L for most accurate information

<table>
<thead>
<tr>
<th>Week and Dates</th>
<th>Topics/Assignments</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/ August 23-29</td>
<td>• Introductions/Groups/How do we learn?</td>
<td>50 pts</td>
<td>August 29</td>
</tr>
<tr>
<td>2/ August 30-Sept 5</td>
<td>• Effective Teaching</td>
<td>50 pts</td>
<td>September 5</td>
</tr>
<tr>
<td>3/ September 6-12</td>
<td>• CCVEST - analysis</td>
<td>50 pts</td>
<td>September 12</td>
</tr>
<tr>
<td>4/ September 13-19</td>
<td>• Culturally Responsive Teaching</td>
<td>50 pts</td>
<td>September 19</td>
</tr>
<tr>
<td>5/ September 20-26</td>
<td>• TEKS/Standards/Scope &amp; Sequence</td>
<td>50 pts</td>
<td>September 26</td>
</tr>
<tr>
<td>6/ Sept 27-Oct 3</td>
<td>• Backwards Design/Unit Plans</td>
<td>50 pts</td>
<td>October 3</td>
</tr>
<tr>
<td>7/ October 4-8</td>
<td>• Learning Objectives/Rubrics/Assessments</td>
<td>50 pts</td>
<td>October 8</td>
</tr>
<tr>
<td>8/ October 11-17</td>
<td>• Instructional Design Plan Overview</td>
<td>50 pts</td>
<td>October 17</td>
</tr>
<tr>
<td>9/ October 18-24</td>
<td>• Lesson Plan #1</td>
<td>50 pts</td>
<td>October 24</td>
</tr>
</tbody>
</table>
10/ October 25-31  •  5 hours of observations & reflections due  100 pts  October 31
11/ November 1-7  •  Lesson Plan #2  50 pts  November 7
12/ November 8-14  •  Modifications to include assessments  50 pts  November 14
13/November 15-21  •  Lesson Plan #3 – Universal Designs  50 pts  November 21
14/Nov. 29- Dec. 5  •  FINAL Instructional Plan DUE – 10 hours observations completed  100 pts  December 5
15/Dec. 5-10  •  LiveText uploads completed/Reflections  100 pts  December 8
TOTAL  1000 pts

**VI. Readings:**
There is no required textbook you will need to purchase for this course; journal articles/readings and videos will be in D2L.


4. **Required: LiveText/Watermark FEM Account:** This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.
If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

5. **Required: Livetext/FEM** In this course, you must activate the LiveText add-on, **Field Experience Module (FEM)**, PRIOR to your first day of field experience. Failure to activate the account and/or submit the required field experience hours and assignments within the FEM system may result in course failure. FEM will be used in SEED 3371, SEED 3372, SEED 450Lab and in Clinical Practice (Student Teaching). FEM is used for field experiences, practice, and internships in a way to document the offsite experiences.

6. **Required: Interactive Notebook.** Online livebinder.com or Interactive Journal. You may create one physically and take pictures and submit them or do it in something like Livebinder.com.

7. Access to a K-12 State-adopted textbook in your content area. You may borrow a text or check out one from Steen Library 4th floor. These can also be found online.

8. For professional development, a list of young adult novels will be in the Resource Module. This is not a requirement, although it can be a great way to do extensive research on a special need your students might have in class.

### VII. Other Research-Based Readings Provided in Class:


### VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic
integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.
Student Code of Conduct: Policy 10.4

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.
In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

LiveText

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.
NOTE: The assignments in this syllabus are subject to change, and students will be notified about any changes via email and/or D2L.