

# USFSP College of Education

## Course Syllabus for Standards-Based Education

### Course Information

Course Number: EDG4012  
Course Title: Standards-Based Education  
Credit Hours: 1  
Corequisites: FLE 4317 or FLE 5345  
Course Home Page: Blackboard + [www.cdnportfolio.net](http://www.cdnportfolio.net)  
Instructor: Zafer Unal  
Office Hours: Two hours before the course  
Email: [unal@stpt.usf.edu](mailto:unal@stpt.usf.edu)

### Course Description

This course is designed to introduce students to standards-based education, linking program outcomes for student learning with the relevant state and national educational standards. Using technological tools to document and summarize individual student progress, students will be introduced to their individual ePortfolio, which will comprise a working document to be used throughout students' participation in their degree programs

### Standards and Student Learning Outcomes Covered in this Course

#### Florida Educator Accomplished Practices: (See Rubric for Levels)

- 10. Planning. Recognizing the importance of setting high expectations for all students, the preprofessional teacher works with other professional to design learning experiences that meet students' needs and interests. The teacher candidate continually seeks advice/information from appropriate resources (including feedback), interprets the information, and modifies his/her plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

#### English for Speakers of Other Languages:

##### CULTURE CLUSTER

2: Recognize the major differences and similarities between the different cultural groups in the United States

3: Identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students

4: Use knowledge of the cultural characteristics of Florida's LEP population to enhance instruction

14: Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results

23: Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting

#### Student Learning Outcomes: (See Rubric for Levels)

- SLO #4: Candidates will be able to engage in the teaching cycle of developing, implementing, assessing, and remediating developmentally and linguistically appropriate instruction based on individual student needs, thus fostering the highest possible achievement for all students.
- SLO #5: Candidates will be able to work collaboratively with colleagues, families, and the broader community to advocate for social justice in our diverse society and to meet the various instructional needs of all learners.
- SLO #8: Candidates will be able to make decisions based on a rich array of data in a just, responsible manner to improve the learning of all students.

## Course Objectives

The student will

1. Learn about standards-based education and be able to define in his or her own words, the program's student learning outcomes, the Florida Educator Accomplished Practices, and the ESOL Performance standards.
2. Access and navigate CDN-Assessment system for managing assignments and setting up preliminary electronic portfolio structure.
3. Analyze the Pre-Professional Florida Educator Accomplished Practices and their alignment with course objectives.
4. Analyze the ESOL Performance Standards and their alignment with course objectives
5. Analyze the critical elements of annotations designed to accompany the submission of assignments to the assessment system.
6. Develop and submit to the assessment system at least one annotation and accompanying assignment as evidence of one of the Florida Educator Accomplished Practices and one of the ESOL Performance Standards.
7. Design and organize the components of an individual student professional development portfolio to be completed as the final requirement for the degree.

## Course Content & Activities

- Florida Educator Accomplished Practices
- ESOL Performance Standards

## Instructional Strategies Used in this Course

|                                    |   |
|------------------------------------|---|
| Cooperative learning               | X |
| Direct Instruction                 | X |
| Large and Small Group Discussion   | X |
| Instructor Modeling                | X |
| Lecture                            | X |
| Independent student activities     | X |
| Microteaching                      |   |
| Role playing                       |   |
| Peer assessment                    |   |
| <b>On-line Threaded Discussion</b> |   |

## Required Textbooks and Materials

No textbook required. All the materials and handbooks will be given in class or available online.

## *Clinical Experience Assignments:*

None

# RUBRIC

## Accomplished Practices: Planning (AP #10)

*Recognizing the importance of setting high expectations for all students, the preprofessional teacher works with other professionals to design learning experiences that meet students' needs and interests. The teacher candidate continually seeks advice/information from appropriate resources (including feedback), interprets the information, and modifies his/her plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.*

**SLO #4:** Candidates will be able to engage in the teaching cycle of developing, implementing, assessing, and remediating developmentally and linguistically appropriate instruction based on individual student needs, thus fostering the highest possible achievement for all students.

**SLO #5:** Candidates will be able to work collaboratively with colleagues, families, and the broader community to advocate for social justice in our diverse society and to meet the various instructional needs of all learners.

**SLO #8:** Candidates will be able to make decisions based on a rich array of data in a just, responsible manner to improve the learning of all students.

**NCATE Standard 3.1:** Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

**Note: "Attributes" key: K=Knowledge; S=Skills; D=Dispositions; I=Impact on Student Learning**

| Attributes | Emergent  | Bridging   | Fulfilled  | Proficiency Level  |
|------------|---|--|--|--|
|            | <p>Evidence documents the candidate's ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 10.E.1 Plan instructional strategies that promote students' (P-12) learning and curriculum goals, utilizing a variety of activities, materials, and technological resources</li> <li><input type="checkbox"/> 10.E.2 Demonstrate the ability to understand and identify the motivational activities/tasks, different learning styles and development levels</li> <li><input type="checkbox"/> 10.E.3 Identify ways in which a lesson can be modified</li> </ul> | <p>Evidence documents the candidate's ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 10.B.1 Develop lesson plans that utilize a variety of activities, materials, and technological resources that match P-12 students' needs and interests</li> <li><input type="checkbox"/> 10.B.2 Demonstrate the ability to identify P-12 student instructional goals, performance outcomes and plan lessons and activities/tasks that are motivating and engaging</li> <li><input type="checkbox"/> 10.B.3 Reflect on P-12 students' learning outcomes and lesson modifications</li> </ul> | <p>Evidence documents the candidate's ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 10.F.1 Seek advice from and plan with a professional, aligning lesson plan components, to meet P-12 students' needs and interests.</li> <li><input type="checkbox"/> 10.F.2 Implement developmentally appropriate instructional activities/tasks that are motivating, engaging and promote critical thinking skills for P-12 students</li> <li><input type="checkbox"/> 10.F.3 Reflect on P-12 students' learning outcomes, lesson modifications and strategies for encouraging high expectations</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Preliminary</li> <li><input type="checkbox"/> E</li> <li><input type="checkbox"/> B</li> <li><input type="checkbox"/> F</li> </ul> |

**State Mandates Addressed in this Course:**

|   | Assignment | Online Portfolio |
|---|------------|------------------|
| Plans linked to Sunshine State Standards  |            |                  |
| Variety of Instructional Strategies, including strategies for teaching LEP students |            |                  |
| Assessment of P-12 Student Learning   |            |                  |
| Technology  |            | X                |
| Classroom Management  |            |                  |
| Clinical Experience Assignments   |            |                  |

**Assignments**

**1. Uploading artifacts and writing Annotation for AP10**

Students will select artifacts and write an Annotation for AP10 to be submitted for evaluation.

**2. Uploading artifacts and writing Annotation for selected ESOL Performance Standards**

Students will select artifacts and write an Annotation for ESOL Performance Standards to be submitted for evaluation.

**3. Creating first draft of Educational Philosophy and Resume**

Students will complete their first draft of an Educational Philosophy and Resume in their ePortfolio

**4. Quizzes & Exam**

The instructor may give quizzes to be completed in class and there will be a Final Exam consisting of questions from the course content.

**Grades**

**Grading Criteria:**

Uploading artifacts and writing Annotation for AP10 (150 points)

Uploading artifacts and writing Annotation for selected ESOL Performance Standards (150 points)

Creating first draft of Educational Philosophy and Resume (50 points)

Quizzes & Exam (150 points)

TOTAL: 500 points

**Grading Scores:**

S: 70.00 % and above;

U: 69.00 % and below

**ESOL Infusion Syllabus Addendum**

**Course Title & Number:** EDG4909

**ESOL Performance Standards addressed**

**Related Course Objective**

**Related Readings, Class Activities, and Assignments**

**Related Assessments**

Standard #16

Culture Cluster  
2,3,4,14,23

Uploading artifacts and writing Annotation for selected ESOL Performance Standards

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## **Policies & Procedures:**

**Attendance and Assignments:** Attendance at all class sessions and active participation is expected. Absences are frowned upon except in cases of extreme emergency. If you cannot attend the class due to an extreme emergency, please inform the instructor by email. If an extreme emergency occurs, students will be required to bring in a doctor's note prior to returning to class. In the event of an extended absence, you will be encouraged to withdraw from the class. No late assignments will be accepted.

**Course Material Policy:** Course participants are not permitted to sell notes/tapes of class lectures or course materials.

**Religious Holidays:** Students who anticipate being absent from class due to religious observance should inform the instructor by the second class meeting

**Academic Honesty:** Students attending USF are awarded degrees in recognition of successful completion of coursework in their chosen fields of study. Each individual is expected to earn his/her degree on the basis of personal effort. Consequently, any form of cheating on examinations or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty. Disruption of the classroom or teaching environment is also unacceptable. This cannot be tolerated in the University community and will be punishable, according to the seriousness of the offense, in conformity with this policy. Punishment for academic dishonesty will depend on the seriousness of the offense and may include giving the student an "F" or "Zero" on the subject paper, lab report, etc.; or an "F" in the course. If the offense is serious enough, it may warrant the student's suspension or expulsion from the University. The University drop and forgiveness policies may not be used for a course in which the student has been accused of academic dishonesty. The internal transcript of a student who is awarded an "F" for academic dishonesty will read "FF." Note: A grade of "F" for academic dishonesty, resulting in a grade of "FF" in the student's record, requires notification of the intent to award the grade to the student and subsequent approval by the Graduate Dean or Undergraduate Dean as appropriate. Notice that a student has been dismissed for reasons of academic dishonesty may be reflected on the student's transcript.

### **Americans with Disability Act (ADA) Statement**

It is the USF's policy to provide reasonable accommodations to students with disabilities under ADA. At the beginning of the semester, any student with a disability should inform the course instructor if instructional accommodations or academic adjustments will be needed. For more information about the ADA and academic accommodations or adjustments, contact the Office of Disability Resources and Services at (727) 553-4413 or by e-mailing [mcdowell@stpt.usf.edu](mailto:mcdowell@stpt.usf.edu).

**Course Schedule for Summer Schedule (10 Weeks)**

| <b>Dates</b> | <b>Topics</b>  | <b>Readings</b>   | <b>Assignment Due</b>                           |
|--------------|--|---|---|
| Week 1       | Overview - Standards Based Education<br>Technical Introduction<br>CDN Registration   | Handouts  |   |
| Week 2       | Accomplished Practices   | Competencies for Teachers of the 21 <sup>st</sup> Century | Educational Philosophy and Resume Due           |
| Week 3       | Introducing Annotations<br>Uploading/Annotation for AP10<br>Writing Sample Annotations<br>Evaluating with Rubric for AP10        | Handouts  | Quiz on AP's                                    |
| Week 4       | Introduction to ESOL Performance Standards   | Handouts  | Uploads & Annotation for AP10 Due               |
| Week 5       | Uploading/writing Annotations for selected ESOL Performance Standards<br>Final Evaluation of AP10 and ESOL Performance Standards | Handouts  | Uploads & Annotation for ESOL Due<br>Final Exam |