

Early Childhood, Elementary, and Middle level Education
ELE 5400B: Updates to Standards and Assessments: Common Core and PARCC
Spring, 2013

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| Credit Hours: | 03 | Professors: | Kiran Padmaraju & Christy Hild |
| Office: | 1322 Buzzard Hall | Office Hours: | By Appointment (Send Email) |
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| Class | 7:00 pm - 9:30 pm W | Location: | BUZZ 2440 |
| Meetings: | This is a hybrid course with an online component and class meetings on the following dates: Jan. 9th, 30th, Feb. 13th, Feb. 27th, March 20th, April 10th, 24th | | |

Unit Theme: Educator as creator of effective educational environments integrating diverse students, subjects, strategies, societies, and technologies.

Graduate Mission Statement:

The Department of Early Childhood, Elementary, and Middle Level Education seeks to advance scholarly preparation by providing quality teaching and promoting excellence in research/creative activity in order for graduate students to exemplify best teaching practices for children from birth to age fourteen.

The Department is dedicated to the preparation of knowledgeable citizens for the 21st century and seeks to empower individuals to meet the challenges faced by professional educators in a rapidly changing society. Candidates for the Master of Science in Education Degree will be prepared to teach in diverse environments recognizing multiple pathways of learning.

The Department is committed to enhancing the graduate academic experience in order to create educators who can function effectively in a culturally diverse, technologically advances, and global environment in order to engage learning at all levels.

Outcomes for All Graduate Students at Eastern Illinois University

Graduate students will:

1. Possess a depth of content knowledge including effective technology skills and ethical behaviors;
2. Engage in critical thinking and problem solving;
3. Exhibit effective oral and written communication skills;
4. Engage in advanced scholarship thorough research and /or creative activity;
5. Demonstrate an ability to work with diverse clientele, recognizing individual difference; and
6. Collaborate and create positive relations within the school, community, and professional in which they work.

Information Processing Models

Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them. (pp. 25-28)

Joyce, B., Weil, M. & Calhoun, E. (2009). *Models of teaching* (8th ed.). Boston: Pearson.

Course Description: This course is designed to get an understanding of the history, the development and the implications of the new Common Core standards for Language Arts and Mathematics and the PARCC assessments.

Course Objectives:

As a result of completing this course, students will be able to:

- Understand how the common core standards were developed

- Analyze the structure of the Common core standards for Language Arts and Mathematics
- Design lesson plans based on the common core standards
- Reflect on the PARCC assessments aligned with the Common Core
- Reflect on the classroom implications of the new standards and assessments
- Understand the PARCC model content frameworks for Language Arts and Mathematics
- Create sample assessments based on the PARCC prototypes

Textbook & Supplemental Materials:

There is no assigned textbook for the course. A course packet has been put together which will need to be purchased from the Copy Express in the Student Union at EIU. Additional resources will be posted on EIU Online (D2L).

Online Resources:

<http://www.corestandards.org/>

<http://www.parcconline.org/>

Course Assignments:

| Assignments | Weight and Points | Due Dates |
|--|---|---|
| Discussion Board – Five Discussion Boards have been set up for the course – Resources with prompts are provided on EIU Online (D2L). For each discussion board, each student needs to have one original response (at least 500 words) to the prompt posted and then make comments on at least two peer responses. | 15 points for each | Jan. 21 st , Jan. 28 th , Feb. 11 th , Apr.1, Apr. 8 |
| Lesson Plan - After analyzing the common core language arts standards, create a lesson plan that incorporates at least one standard from each of the strands - Reading, Writing, Speaking and Listening, and Language strands | 20 points | February 13 th |
| Create a Unit using the one of the modules from the PARCC ELA Model Content Frameworks | 40 points | March 20 th |
| Designing assessments similar to the PARCC prototypes | 15 points for Language Arts Prototype 15 points for Math prototype | In Class – Language Arts – February 27 th Mathematics – April 24 th |
| Developing a Math Lesson plan illustrating major content of a particular grade level | 20 points | April 24 th |

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| Analysis of lesson plans using the Tri-State rubrics | Language Arts Lesson plan Analysis – 15 points Math Lesson Plan Analysis – 15 points | In class – February 27 th In Class- April 24 th |
| Final reflection on Common Core and PARCC | 15 points | May 1 st |

Grading Scale:

A = 93-100% B = 85-92% C = 77-84% D = 69-76% F = below 69%

The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. “Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship.” Students are expected to develop original and authentic work for assignments submitted in this course. “Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data” or “submitting work previously presented in another course unless specifically permitted by the instructor” are considered violations of this standard.

Weekly Outline

Week 1 (January 9):

Introductions
Syllabus and expectations for the assignments
Why do we need learning standards?
The history of the Standards movement
How we view the Standards - As a curmudgeon or as if they are gold (Calkins, Ehrenworth & Lehman, 2012)

Week 2 (January 16): Online

Introduction to the Common Core English Language Arts Standards – Read carefully through the introduction part (Pages 3 to 9) of the Language Arts standards available at http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf and respond to the following prompt on

Discussion Board 1:

What is the rationale given for the development of these new standards and what are your thoughts about this rationale given in the introduction part of the standards?

Week 3 (January 23): Online

The major shifts in the Common Core Language Arts Standards and the implications
There are six major shifts in the Common Core Language Arts standards. Watch the short video clips for each of these shifts available at the links below:

<http://engageny.org/resource/common-core-in-ela-literacy-shift-1-pk-5-balancing-informational-text-and-literature/>

Common Core in ELA/ Literacy: Shift 1: PK-5: Balancing Informational Text and Literature

<http://engageny.org/resource/common-core-in-ela-literacy-shift-2-6-12-building-knowledge-in-the-disciplines/>

Common Core in ELA/ Literacy: Shift 2: 6-12 – Building Knowledge in the Disciplines

<http://engageny.org/resource/common-core-in-ela-literacy-shift-3-staircase-of-complexity/>

Common Core in ELA/ Literacy: Shift 3 – Staircase of Complexity

<http://engageny.org/resource/common-core-in-ela-literacy-shift-4-text-based-answers/>

Common Core in ELA/ Literacy: Shift 4 – Text Based Answers

<http://engageny.org/resource/common-core-in-ela-literacy-shift-5-writing-from-sources/>

Common Core in ELA/ Literacy: Shift 5 – Writing from Sources

<http://engageny.org/resource/common-core-in-ela-literacy-shift-6-academic-vocabulary/>

Common Core in ELA/ Literacy: Shift 6 – Academic Vocabulary

Discussion Board 2 - After watching these videos, write a short paragraph for each shift, reflecting on the implications for you as a classroom teacher. In your reflection, specify what changes you will need to make in your classroom for each of these shifts.

Week 4 (January 30): Class Meeting

Unpacking the Common Core Language Arts standards

The different strands of the Language Arts standards.

Developing lesson plans based on the Common Core Language Arts Standards

Appendix A – Language Arts Standards

Lesson Plan template for assignment

Week 5 (February 6): Online

Appendix C of the Language Arts standards (http://www.corestandards.org/assets/Appendix_C.pdf) gives samples of student writing for the different genres of writing as required by the new Common Core standards.

Discussion Board 3: Choose one genre and look carefully through the writing samples for that genre across three grade levels and identify what are the changes in expectations across the three grade levels.

Work on Assignment – Choose one grade level, and after analyzing the common core language arts standards, create a lesson plan that incorporates at least one standard from each of the strands - Reading, Writing, Speaking and Listening, and Language strands from that grade level.

Week 6 (February 13): Class Meeting

Language Arts Lesson Plan due

Share the lesson plans developed

Review of the PARCC Content Frameworks for Language Arts

Unit template for the development of a unit based on one of the modules from the PARCC ELA Model Content Frameworks

Week 7(February 20): Online

Assignment: Work on developing the Unit

Week 8 (February 27): Class Meeting

Analyze the PARCC Prototypes for English language Arts

Develop a similar item based on the prototype for a particular grade level

Bring one of your lesson plans and analyze it using the Tri-State rubric

Week 9 (March 6): Online

Assignment: Continue working on the unit

Week 10 (March 13)

Spring Break – NO CLASS

Week 11 (March 20)-Class Meeting

Presentation of Language Arts Units

Unpacking the Common Core Mathematics Standards

Week 12 (March 27) – Online

The major shifts in the Common Core Mathematics Standards and the implications

There are six major shifts in the Common Core Mathematics standards. Watch the short video clips for each of these shifts available at <http://engageny.org/resource/common-core-video-series/> . The video clips for the shifts are as follows:

Common Core in Mathematics: Shift 1 – Focus

Common Core in Mathematics: Shifts 2-6

Discussion Board 4 - After watching these videos, write a short paragraph for each shift, reflecting on the implications for you as a classroom teacher. In your reflection, specify what changes you will need to make in your classroom for each of these shifts.

Week 13 (April 3) – Online

Discussion Board 5 - Take a careful look at the current Math standards (available at

<http://www.isbe.net/ils/math/standards.htm>) and compare them with the Common Core Math standards.

Identify at least five major differences that you see in the standards and write a short reflection on how each difference would impact you as a classroom teacher.

Week 14 (April 10) – Class Meeting

Review of the Math Model Content Frameworks

Lesson plan template for Math lesson plan illustrating major content of a particular grade level

Week 15 (April 17) - Online

Assignment: Develop the Math Lesson Plan

Week 16 (April 24) – Class Meeting

Math lesson Plan due

Share the lesson plans developed

Use the lesson plan developed and analyze it using the Tri-state rubric for Mathematics lesson plans

Analyze the PARCC Prototypes for Mathematics

Develop a similar item based on the prototype for a particular grade level

Finals week (May 1) – Online

Final reflections on the implications of common core standards and PARCC assessments