

**College of Education – Department of Curriculum and Instruction**

**EDCI 444: Methods for Teaching Family & Consumer Sciences - Fall 2013**

Tu, Th, F 9:30 AM-11:20 AM

Steven C. Beering Hall of Liberal Arts and Education BRNG B247 (basement)

**Course Instructor**
Corinne D. Zuege, Clinical Instructor

**Office:** Beering Hall, Room 3146

**Office hours:** Tu and Th 11:30 - 1 PM; or by appt. arranged with secretary Kim Deardorff

**Phone:** 765-494-7292 (office); 765-714-5759 (cell before 8:00 p.m.)

**E-Mail:** czuege@purdue.edu

**Fax:** 765-496-1622

**Website:** [http://www.edci.purdue.edu/zuege](http://www.edci.purdue.edu/zuege)

**Mailing Address:** 100 N. University Street, West Lafayette, IN 47907-1442

**Secretary:** Kim Deardorff, 494-7290, Beering Hall Room 3134

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**Course Description**

Instructional strategies and techniques for teaching family and consumer sciences, with emphasis on instructional planning, teaching skills, instructional materials, and overall professional development. Course includes school-based interactions in family and consumer sciences programs.

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**Course Textbooks**

**Required** (Purchase at bookstore or online)


**Task Stream** website subscription – for electronic portfolio. Needed through student teaching. Go to [www.taskstream](http://www.taskstream) to renew.

**Recommended**

(Purchase in book store or from publisher or the item is on reserve in the Technology Resource Center [TRC], 3287 Beering Hall)

Jackson, Tom. *More activities that teach, Still more activities that teach, Activities that teach family values.* Cedar City, UT: Active Learning Center [http://www.activelearning.org](http://www.activelearning.org)


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**Student Membership in Professional Associations**

- American Association of Family and Consumer Sciences (AAFCS) – includes membership in the Indiana affiliate of AAFCS and the Pre-professional/Graduate Student Section (P/GS). This is the parent organization for the Purdue AAFCS group.

- Purdue Student Education Association (PSEA) – affiliated with the National Education Association. Includes professional liability insurance.

- Association for Career and Technical Education (ACTE) and/or Indiana ACTE. May join at the state and/or national levels. See ppt. for course “EDCI 444 Intro to Course” on Blackboard for details about Fall 2013 ACTE-AAFCS Conf.

- Family and Consumer Sciences Education Association (FCSEA), national organization. Annual membership in FCSEA includes newsletter and current year’s publications.

The following recommended items and other valuable resources can be ordered through FCSEA.


Course Goals

EDCI 444 is the culminating on-campus teacher-education course for the Purdue University Family and Consumer Sciences program. The course goals are aligned with the Indiana Standards for Teachers.

The course focuses on the Standards for Teachers of Family and Consumer Sciences at the link shown below. In this course, students build and consolidate their competencies related to these standards and document them in a professional portfolio required for “Gate C” of the Purdue University Teacher Education Program. This will include electronic portfolio submissions using the Task Stream website. Satisfactory completion of this portfolio is required to pass the course.

http://www.doe.in.gov/sites/default/files/educator-effectiveness/facs.pdf

**Standard 11: Foundations of Family and Consumer Sciences Education**

Family and consumer sciences teachers have a broad and comprehensive understanding of FACS process areas, practical reasoning, and core knowledge and skills for family and consumer sciences, including:

11.1 strategies that integrate processes of thinking, communication, leadership, and management in school, family, career, and community settings; and the application of critical- and creative-thinking processes to generate, analyze, gather, evaluate, and select ideas, information, resources, and potential solutions related to family and consumer sciences issues

11.2 ethical professional practice, professional development, and outreach in family and consumer sciences education, including civic engagement, advocacy, and strategies for working with local advisory committees

11.3 the structure and delivery of career and technical education in the United States and Indiana, state and federal laws and regulations pertaining to career and technical education, and important events and developments in the history of career and technical education and family and consumer sciences education

11.4 application of the Common Core Standards for English Language Arts and Mathematics in family and consumer sciences settings

11.5 social, political, legal, and ethical issues in family and consumer sciences education

11.6 principles and practices for ensuring safety in all family and consumer sciences classrooms, laboratories, and work-based learning experiences

11.7 principles and strategies for developing students' capabilities to select and use reliable, research-based sources of information in family and consumer sciences educational settings, workplaces, and careers

11.8 creating a learning environment that demonstrates an awareness and consideration of diverse societal, cultural, and personal values and perspectives; and the importance of respect for multiple diversities with sensitivity to antibias and equity in gender, age, race, culture, ethnicity, socioeconomic status, and exceptionalities

11.9 strategies and procedures for coordinating and supervising students' work-based learning experiences

11.10 the mission, goals, and organizational structure of the Family, Career and Community Leaders of America (FCCLA) career and technical student organization; roles and responsibilities of faculty advisors to the organization; and strategies for fostering leadership skills in students

**Standard 12: Family and Consumer Sciences Instruction and Assessment**

Family and consumer sciences teachers have a broad and comprehensive understanding of instruction and assessment in career and technical education and family and consumer sciences, including:

12.1 the Indiana Academic Standards for Family and Consumer Sciences

12.2 the Indiana Academic Standards for Financial Literacy, the National Standards for Family and Consumer Sciences Education, the National Standards for Teachers of Family and Consumer Sciences, and the ISTE National Educational Technology Standards

12.3 instructional strategies and resources to integrate instruction that promotes student achievement of the Common Core Standards for English Language Arts and Mathematics

12.4 application of cognitive, affective, and psychomotor knowledge and skills to enable student learning about family and consumer sciences concepts and skills

12.5 instructional strategies and resources for promoting students' understanding of concepts and skills related to family and consumer sciences and for creating authentic, student-centered learning and laboratory experiences related to family, workplace, and community issues and in which students work with a variety of materials, ideas, people, and processes
12.6 strategies and skills for curriculum development; planning and designing instruction that meets the needs of diverse learners; and evaluating programs in family and consumer sciences education, including the use of appropriate criteria, standards, and processes
12.7 instructional strategies to promote intellectual, social, and physical development and student learning and to foster the development of students' critical-thinking, problem-solving, decision-making, leadership, and management skills
12.8 strategies and skills for creating a safe, supportive, and productive learning environment using research-based knowledge of student behavior, organizational skills, and classroom management skills
12.9 communication methods that promote student learning and foster active inquiry, interaction, and collaboration in the family and consumer sciences classroom
12.10 strategies and skills for selecting, adapting, and using technological resources to enhance teaching, learning, and assessment
12.11 strategies and skills for effectively assessing students' understanding and mastery of essential concepts and cognitive, affective, and psychomotor skills, performances, and product in family and consumer sciences education.

Vital Resources:
Learning Connection website on the [www.doe.in.gov](http://www.doe.in.gov)


Course Topics and Course Schedule

Segment 1: August and September
- Teaching and Learning Strategies (instructional methods and resources)
- Assessment of Student Learning
- Classroom Operation and Management (readings and preparation)
- Arrangements and Lesson Planning for School Based Learning Experience (SBLEs)
- Professional Development- AAFCS State Conference, Sept. 27, Friday, 2013

Segment 2: September and October
- School Based Learning Experiences (SBLEs)
- Classroom Operation and Management (interviews and observations at SBLEs schools)
- Classroom Management Report

Segment 3: November and December
- Preparation for Student Teaching: Background Information, File System, Resource Materials
- Unit Plan
- Completion of Gate C Portfolio (Unit Plan)
Course Policies

1. Student inquiries, feedback, and suggestions related to course topics, assignments, and schedules are welcome. If you have ideas or questions about anything related to this course, please contact Instructor Zuege.

2. Students are expected to sign and abide by the “Professionalism Agreement” provided in class.

3. Purdue University policy states that all students are expected to be present for every meeting of classes in which they are enrolled. On-time class attendance and active class participation are expected. Inform Instructor Zuege before class begins if you will not be able to attend the entire class session. More than one late arrival or early departure will deduct 5 points per occurrence from your course total.

4. If you will be absent for more than five days and you have not been able to reach Corinne Zuege in person or by telephone or through leaving notification of your circumstances with her secretary, Kim Deardorff, you or your representative should notify the Office of the Dean of Students (765-494-1254) as soon as possible after becoming aware that the absence is necessary. Be advised, you may be asked to provide documentation from an authorized professional or agency which supports an explanation for your absence. All matters relative to attendance, including the make-up of missed work, are to be arranged between you and C. Zuege. Only Corinne Zuege can excuse you from classes or course responsibilities.

5. You are responsible for recording contact information for Corinne Zuege, her secretary (Kim Deardorff), and the Dean of Students’ office so this information is available to you if you are away from campus.

6. If assignments are turned in late, 5% of possible points will be deducted for each day late. There is one exception early in the semester (see coupon). No coupons will be accepted during November and December of the Fall semester.

7. All assignments are to be individual work, unless specified as “group”. Evidence of academic dishonesty of any type can lead to a failing grade in the course. Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [http://www.purdue.edu/studentregulations/student_conduct/regulations.html, (Part B-2)] Furthermore, the University Senate has stipulated that “the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest.” [University Senate Document 72-18, December 15, 1972.]

8. The student will post the School Based Learning Experience Teaching Series and the ST Prep Unit Plan on Task Stream. For a satisfactory grade, items must be completed and posted TS items. Not posting satisfactorily could result in a failing grade in EDCI 444.

9. Students with disabilities should be registered with Adaptive Programs in the Office of the Dean of Students before classroom accommodations can be provided. If you are eligible for academic accommodations because you have a documented disability that will impact your work in this class, make an appointment with Corinne Zuege as soon as possible to discuss your needs.

10. Books, articles, videos, middle and high school textbooks, curriculum guides, and other resource materials in addition to those specifically listed on the syllabus will be available on loan or reserve in the TRC, on loan from Corinne Zuege, and available in some cases from school-based colleagues. Students are expected to take initiative to identify and obtain needed reference items and resources. Materials borrowed from Corinne Zuege, the TRC, and school-based colleagues must be returned before final grade will be submitted.

11. In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Here are ways to get information about changes in this course. Blackboard Learn, my email address czuege@purdue.edu, and my office phone: 765-494-7292.
LATE ASSIGNMENT COUPON

One late assignment is allowed, without penalty, per semester during the months of August, September or October.

Late assignments must be arranged before class time 9:30 AM on the day they are due by calling or e-mailing Corinne Zuege.

Attach a copy of her e-mail response and this coupon to the assignment when it is submitted.

Turn in within one week of original due date.

REVISE-AND-RESUBMIT ASSIGNMENT COUPON

One revise-and-resubmit assignment is allowed per semester.

A request to revise an assignment must be e-mailed to Corinne Zuege within two days after the assignment is initially returned. Due date for revisions, as announced in class.

Include all five of the following items with the revised assignment:
1. Copy of e-mail exchange showing request & permission to revise-and-resubmit
2. This coupon
3. A separate, 8½” X 11” cover sheet that lists each section that was revised with a brief (1-2 sentence) explanation of the shortcoming(s) for each section and how these are addressed in your revision.
4. The original, graded assignment with post-it notes marking the section(s) to be re-graded
5. The original score sheet
# Purdue University - EDCI 444 Fall 2013 – Course Schedule

*Schedule is subject to revision. Any changes will be announced in class or by email.*

**BB= Blackboard Learn**  **TLS= Teaching Learning Strategies**  **C&C= Chamberlain and Cummings Textbook**  **SBLE= School Based Learning Experiences**  **EE= Enrichment Experiences (SBLEs)**  **TS= Teaching Series**

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<tr>
<th>WEEK</th>
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| 1    | TU 8/20 | Course Overview (Syllabus)  
• Course Goals (p.2)  
• FACS Standards:  
  o For teachers of FACS  
  o For FACS curriculum (students)  
• Course Topics ( p.3) and Segments (p.4)  
  o Part 1-Aug/Sept  
  o Part 2-Sept.Oct  
  o Part 3-Nov/Dec  
  Professionalism Agreement and update about School Based Learning Experience (SBLEs)  
Placement as a possible Student Teaching placement  
Intro to Classroom Operations and Management - Assignment in required texts and readings on BB  
Explanation of Classroom Management vs. Lab Management  
Overview of Teaching and Learning Strategies (TLS) and assignment –  
TLS Intro to Active Learning  
  The B247 classroom is an IMPACT classroom. It will be an asset to bring an iPad (or an electronic device that allows you to type) to class sessions.  
  Please make the following items available each class session either print copies or electronic files with use of device. Download from BB:  
  1) Three Level Framework document  
  2) Before-During-After strategy info for lesson planning  
  3) Lesson Plan format templates  
  4) August 2012 Indiana FACS Standards  
  5) Indiana Standards for Teachers of FACS  
  6) Templates of Unit Planning forms (BB) | | |
| TH 8/22 | TLS 1 Using Discussion Group Discussions of Ch. 1-4, Tom Jackson - Conducting Discussions with Kids | Read, print or save files from BB and bring to class:  
• Three Level framework  
• Cue Questions  
• Cognitive Complexity Comparison Chart  
• Extending Learner Thinking  
**Read/bring notes to class:**  
1. C&C-- Ch. 9 (p 125-134)  
2. Jackson’s Conducting Discussions with Kids -- read and take notes on Ch. 1-4 (See BB Learn) | |

**Lesson Plan Formats:**  
TLS components of LP-  
• Three Level framework and Cue Questioning  
  TLS 1.1  
• Before, During and After TLS1.2  
• TLS Assignment for TLS 1 where Discussion is the focus- Draw for TLS 1 presentations  
  Lesson Plans, Questioning, and Summarization  

**TLS 1- Lesson Plan brainstorming and discussion, then brief work session with LP drafting for next class session**
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<tr>
<td>2</td>
<td>TU, 8/27</td>
<td>CALL-OUT FOR PURDUE STUDENT UNIT MEETING OF AAFCS- Ice Cream Sundaes</td>
<td>Location TBA</td>
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<tr>
<td>1</td>
<td>FRI 8/23</td>
<td>TLS 1.0 Lesson Plan Sharing</td>
<td>Explore: Active Learning folder (BB) ideas for class discussion about TLS 1</td>
<td>Due: Group LP</td>
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<td>Peer Teaching of remaining Jackson chapters-assign chapters to individuals</td>
<td>Read/bring: 1.Notes from readings for TLS 1.</td>
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<td>Intro to TLS 3 -Lab Management Planning/schedule of observation: Complete at HHS</td>
<td>Schedule: TLS 3.1-Lab Practicum Observation Schedule to observe FACS teacher Jamie Mosley at Harrison HS on 9/6.</td>
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<td>• TLS 3.1 Authentic Lab Observation- Practicum: Schedule observation time for Sept. 6- Authentic Lab Practicum with Julia Broady/Jami Mosley, FACS Foods, at Harrison HS.</td>
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<td>• Complete written report: This observation is one component of the Classroom Management Report (See BB)</td>
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<td>• TLS 3.2 Non-Foods Labs' Observation with written assignment with standards, is scheduled for a later visit at an area school of your choice.</td>
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<td>TLS 2.0 Introduction and Guidelines- Micro-Teaching</td>
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<td>• TLS 2.1 Lecture Guidelines – Interest Approaches, Questioning and Summarizing</td>
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<td>• Giving Lectures and Presenting Information</td>
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<td>TLS 2.1 Lecture topics</td>
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<td>What is a ‘good topic’?</td>
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<td>2</td>
<td>TU 8/27</td>
<td>TLS 2.0 Micro-Teaching’ cont’d, from Fri/8/25 class: Summarization –effective strategies</td>
<td>Read: Summarization reading (BB)</td>
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<td>TLS 2.2 Food Demonstration Guidelines</td>
<td>1. Explore TLS 2.0 Food Demonstration folder on BB</td>
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<td>• Demonstration Guidelines</td>
<td>2. Bring copy of TLS 2.2 Demonstration assignment</td>
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<td>• Tips and Techniques</td>
<td>2. Bring C&amp;C textbook – Ch 9 Food Demos organization materials</td>
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**BB** = Blackboard  
**TLS** = Teaching Learning Strategies  
**C&C** = Chamberlain and Cummings Textbook  
**SBLE** = School Based Learning Experiences  
**EE** = Enrichment Experiences (within SBLE)  
**TS** = Teaching Series

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| TH   | 8/29 | Classroom Management Discussion of Readings assigned 8/21 class session  
TLS 2 Planning/Updates/Q&A  
- TLS 2.1 Lectures  
- TLS 2.2 Planning for Food Demos: Select Food Demo time CoRec for Sept. 13 or 20 | **Explore:** In TRC, view Carol Sharp’s Classroom Management charts, tips, worksheets  
**Read:** BB file with title of Lab Management:take notes and bring to class. Print forms of interest to you for discussion  
**Print:** Classroom Management Report from BB folder by same name  
**During class time,** select a time slot for Food Demonstration in CoRec | Due: Classroom Management Readings Assignment (bring to class). Same readings are components of the larger assignment due on Oct. 23 for Classroom Management Report.  
Due: TLS 2.1 Lecture lesson plan |
| FRI  | 8/30 | TLS 1.0 Wrap-up with TLS 1 Portfolio submission  
TLS 2.1 Lecture Group #1  
- Griffin - Holderfield | Evaluate peers during lectures | **Due:**  
1) Submit TLS1 Portfolio/binder: 1.1, 1.2, 1.3. or 1.4 (Turn in narrow spine binder)  
2) Submit TLS 2.1 Lecture Self-Critique/Report for John-Zimmerman |
| 3    | TU   | 9/3   | 10 AM  
Guest Speaker Laura Cross (PU,'12)  
Sullivan HS, Sullivan, IN |  
| TH,  | 9/5  | TLS 2.1 Lectures Group #2  
- John-Zimmerman  
- Wrap-up:  
TLS 2.2 Teacher Food Demonstrations –  
Tips and Techniques for Success-  
What do I submit on the day of my food demonstration?  
- Plans (from C&C planning tools)  
- Recipe with student handout/nutrition with Qs or note-taking area for students  
**Preview:** Assessment of Student Learning (Dr. Fox, last 10 minutes of class) For the TLS Portfolio submission, the Assessment unit is item TLS 4.1 | Evaluate peers during lectures  
**REVIEW materials about TLS 2.2 food demonstrations:**  
1. C & C  
2. Videos in TRC  
3. Other  
TLS 2.2 –Read and bring assignment for TLS 2.2 on BB,details about preparations for Food Demo in TLS 2.0 folder | Due: via email to CZ TLS 2.1 Lecture Self-Critique/Report for John-Zimmerman |
| FR   | 9/6  | **TLS 3- Lab Practicum Observations**  
Observations will take place at Harrison HS, 5701 N. 50 W.  
West Lafayette with Julia Broady:  
Pd. 2- 8:26-9:16 AM  
Pd. 3- 9:22-10:12 AM | **Assignment:** Complete Lab Management readings prior to observations. Print Mrs. Mosley’s lab Evaluation Guidelines and take them with you, with paper for note-taking, | **Due:** via email to CZ TLS 2.1 Lecture Self-Critique/Report for John-Zimmerman |
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<td>4</td>
<td>TU 9/10</td>
<td><strong>Discussion of Lab Management Strategies</strong> &lt;br&gt; <strong>TLS 3-Lab Management</strong>  &lt;br&gt; Wrap-up and Sharing with discussion  &lt;br&gt; <strong>Intro to Classroom Management</strong>  &lt;br&gt; • Reminder: During SBLEs visits, interview the teacher. Define “interviewing”  &lt;br&gt; • Arrange for Peer Teaching of some chapters for 9/12 class session of Ch. 5-</td>
<td>Preparation of Thompson readings: &lt;br&gt; 1. Read Intro (xvi-xix)  &lt;br&gt; 2. Read Ch. 1, Ch. 2, Ch. 3 read pgs. 47-52, and all of Ch 4, and Ch.5. Read and take notes and complete the “Questions For Reflection” at the end of each chapter. &lt;br&gt; Bring your Thompson book to class as a resource to use during class.</td>
<td>Turn in Recipe for TLS 2.2 Food Demo</td>
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<td>TH 9/12</td>
<td>Classroom Management discussion of readings via peer teaching of Thompson Chapters 6-12.</td>
<td>Preparation: Readings for discussion are on BB and in Discipline/Thompson book:  &lt;br&gt; 1. LaBelle Chapter 2 (on BB)  &lt;br&gt; 2. Thompson 6-12, as assigned  &lt;br&gt; 3. View: Photos on BB in folder, from classroom of Elise Burns, North Montgomery HS  &lt;br&gt; Bring your Thompson book as a resource to use during class.</td>
<td>TLS 3.0 Portfolio Lab Management</td>
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<td>FRI 9/13</td>
<td><strong>Demonstrations in Co-Rec</strong>  &lt;br&gt; • See demonstration schedule on BB</td>
<td>Prepare and bring:  &lt;br&gt; 1. Student hand-out for your demonstration and provide copy to instructor and peers (8 copies)  &lt;br&gt; 2. Apron and hair tie  &lt;br&gt; 3. Recipe taste samples from practice of recipe</td>
<td>Due on 9/13:  &lt;br&gt; Assessment of Student Learning Pre-test (online in Blackboard). Complete by 5:00 p.m. Friday, 9/13 before completing first readings &amp; study guide</td>
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<td>5</td>
<td>TU 9/17</td>
<td><strong>Principles of Standards-based assessment</strong>  &lt;br&gt; • Purposes of Assessment  &lt;br&gt; • Assessment Formats  &lt;br&gt; • Form Workgroups, Identify Course and Standards</td>
<td>Read/Review, complete study guide  &lt;br&gt; • C&amp;C, Ch. 7, Scan entire chapter; Study pp. 84-85  &lt;br&gt; • Reeves, Chapter 7, Scan entire chapter, study pp. 103-111  &lt;br&gt; <strong>View Narrated PowerPoint Presentations and Take Notes</strong> (links provided on BB)  &lt;br&gt; • Assessment Fundamentals  &lt;br&gt; • Standards-based Assessment</td>
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## Course Schedule

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| TH   | 9/19 | Computer-based work session – location TBA Assessment of Student Learning  
• Product and Performance Assessments  
• Selecting “Best Practices” Assessment Tools  
• Workgroups: Assessment Tool Reviews | Read/Study and Take Notes:  
• C&C, Ch. 7, pp. 96-106, “Checklists, Scorecards, and Rubrics/Rating Scales”  
• Reeves, Ch 8, Checklists and Rubrics  
View Narrated PowerPoint Presentation and Take Notes (links provided on BB)  
• Selecting Best Practices handout  
• Assessment Tool Review Sheet  
• “Rubric Design” assignment guidelines and scorecard  
Bring to Class  
• Indiana FACS Assessment CD | Due by 12:00 noon  
Completed Assessment Tool Review Sheets:  
• Checklist  
• Scorecard,  
• Rubric/Rating Scale  
Give this to FACS Secretary Kim Deardorff by noon. |
| FRI  | 9/20 | Demonstrations in Co-Rec  
See Demonstration Schedule on BB | Prepare and bring:  
1. Student hand-out for your demonstration and provide copy to instructor and peers (8 copies)  
2. Apron and hair tie  
3. Recipe taste samples from practice of recipe |  |
| 6    | TU, 9/24 | Computer-based work session – location TBA Assessment of Student Learning  
• Discuss/critique assessment tools  
• “Rubric Design” assignment (work session)  
• Introduce “Formatted Test” assignment | Read + Save and/or Print  
• “Formatted test” assignment guidelines and scorecard | Due by 12:00 noon  
“Rubric Design” assignment |
| TU, 9/24 | Purdue Student Unit Mtg. 6 PM | BRNG |  |
| TH, 9/26 | Computer-based work session – location TBA Assessment of Student Learning  
• Test Planning/Blueprints  
• Selected and developing standards-based test items  
• Test Formatting | Read/Study and Take Notes:  
• C & C Ch. 7, pp. 85-96 (Constructing Tests and Various Types of Test Items)  
• “Test Blueprints” - Article provided on Blackboard  
View Narrated PowerPoint Presentation and Take Notes (links provided on BB)  
• Creating Test Items  
Locate in TRC and/or bring to class:  
Resources for standards-based test items, for assigned standards |  |
| FRI  | 9/27 | Indiana ACTE Conference, Sheraton Hotel, Keystone at the Crossing, Indianapolis  
Mandatory attendance | See folder in BB Learn for Schedule at a Glance  
• 8:30 AM - 8:00 PM  
• Arrange transportation |  |
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</thead>
<tbody>
<tr>
<td>7</td>
<td>TU</td>
<td>SBLES Q &amp; A SBLES Working with cooperating teachers Planning, Communication, Preparation, Implementation and Reporting of Enrichment Experiences View Taskstream for EDCI 444 Empowering Enrichment Experiences: Dig in, be resourceful, be creative!</td>
<td>Assignment: Bring copy of the SBLES Plan of Work form and SBLES guidelines Print copy of Teaching Series material from BB Learn and bring to class</td>
<td>DUE: “Formatted Test” assignment (see assignment guidelines for submission process)</td>
</tr>
<tr>
<td>TH</td>
<td>10/3</td>
<td>Assessment of Student Learning Wrap-up • Test analysis (item tally) Introduction to TLS 4.2: Materials for Instruction- 1. Instructional/Interactive Bulletin Board 2. Learning Center 3. Instructional Game 4. Box Lesson Complete this while at a school? Complete while on Fall Break?</td>
<td>Read: 1. Review TLS Cover Page, TLS 4.2 and TLS 4.2 materials on BB Learn</td>
<td>DUE: SBLE Report #1 First SBLE Report- Initial Contact: 1) Print email with reply with arrangements for the first visit with dates and times or 2) notes from phone conversation with SBLEs mentor with date of first visit</td>
</tr>
<tr>
<td>FRI</td>
<td>10/4</td>
<td>Work Session for TLS 4.2: Materials for Instruction- featuring interactive learning activities with hands-on, active learning strategies 1. Instructional/Interactive Bulletin Board - Electronic Preferred 2. Learning Center 3. Instructional Game 4. Box Lesson</td>
<td>Bring TLS 4.2 materials</td>
<td><strong>DUE:</strong> TLS 3.0 Portfolio Lab Management <strong>DUE:</strong> Reflective Summary from AAFCS Conference- Use drop-box on BB, by 5:00 PM</td>
</tr>
<tr>
<td>8</td>
<td><strong>MON &amp; TU, 10/7-10/8</strong></td>
<td><strong>Purdue Fall Break- No Classes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TH</td>
<td>10/10</td>
<td>TLS 4.2 Presentations and Classroom management Modeling using B247 Peer sharing, then take photo for TLS binders</td>
<td></td>
<td><strong>DUE:</strong> TLS Portfolio (binder) Final Submission with scorecard</td>
</tr>
<tr>
<td>FRI</td>
<td>10/11</td>
<td>Ethics in Education</td>
<td>Readings for class preparation are on BB in a folder labeled “Ethics in Education”.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>TU</td>
<td>SBLES Q&amp;A</td>
<td><strong>Bring</strong> SBLES Plan-of-Work and SBLES assignment documents from BB</td>
<td></td>
</tr>
<tr>
<td>WEEK</td>
<td>DATE</td>
<td>TOPIC</td>
<td>CLASS PREPARATION AND ASSIGNMENTS</td>
<td>DUE DATES</td>
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<tr>
<td>TH</td>
<td>10/17</td>
<td><strong>SBLEs School Participation</strong></td>
<td></td>
<td><strong>DUE</strong>: SBLE #2 Report on BB by 10 PM (1 visit/report of time spent, activities, etc.)</td>
</tr>
<tr>
<td>FRI</td>
<td>10/18</td>
<td><strong>SBLEs Schools Participation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>TU 10/22</td>
<td><strong>Class meets in BRNG B247</strong></td>
<td></td>
<td><strong>DUE, 10 PM</strong>: SBLE #3 Report (Second visit and chart for Overall Plan of Work at Two schools)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>School Visit Peer Reports:</strong></td>
<td></td>
<td><strong>Use BB drop-box</strong></td>
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<td></td>
<td></td>
<td><strong>Sharing about Classroom, Courses, etc.</strong></td>
<td></td>
<td><strong>DUE</strong>: Classroom Management Report, on BB drop-box by 5 PM</td>
</tr>
<tr>
<td>TH</td>
<td>10/24</td>
<td><strong>SBLEs Schools Participation</strong></td>
<td></td>
<td><strong>DUE</strong>: SBLE #4 Report: BB Drop-Box Two SBLE “enrichment experiences” en</td>
</tr>
<tr>
<td>FRI</td>
<td>10/26</td>
<td><strong>SBLEs Schools Participation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>TU 10/29</td>
<td><strong>Adjust syllabus, as needed in this class session</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10/29</td>
<td><strong>Purdue Student Unit of AAFCS</strong></td>
<td></td>
<td><strong>DUE</strong>: SBLE #5 Report (7 enrichment on BB Drop Box activities)</td>
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<tr>
<td></td>
<td></td>
<td><strong>6 PM TBA</strong></td>
<td></td>
<td></td>
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<tr>
<td>TH</td>
<td>10/31</td>
<td><strong>SBLES School Participation</strong></td>
<td><strong>SBLES assignment document</strong></td>
<td></td>
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<tr>
<td>FRI</td>
<td>11/1</td>
<td><strong>SBLES School participation</strong></td>
<td></td>
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<tr>
<td>12</td>
<td>TU 11/5</td>
<td><strong>SBLES School Participation</strong></td>
<td></td>
<td></td>
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<tr>
<td>TH</td>
<td>11/7</td>
<td><strong>Intro to Student Teacher Preparation</strong></td>
<td><strong>ST Prep One:</strong></td>
<td><strong>DUE</strong>: SBLE #6 Report (Six enrichment activities) On BB Drop Box by 5 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ST Prep One:</strong></td>
<td>1.1 Research of Community and School</td>
<td>Print and bring to class:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ST Prep One:</strong></td>
<td>1.2 Organization/ Curriculum Planning for semester courses</td>
<td>ST Prep Overview</td>
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<tr>
<td></td>
<td></td>
<td><strong>ST Prep Two</strong></td>
<td></td>
<td>ST Prep One</td>
</tr>
<tr>
<td></td>
<td>FRI 11/8</td>
<td><strong>ST Prep 1.1 and 1.2</strong></td>
<td><strong>Bring documents:</strong></td>
<td><strong>ST Prep Two</strong></td>
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<td></td>
<td></td>
<td><strong>ST Prep Overview</strong></td>
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<td><strong>ST Prep One</strong></td>
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<td><strong>ST Prep One</strong></td>
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</tbody>
</table>
## Course Schedule

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<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>CLASS PREPARATION AND ASSIGNMENTS</th>
<th>DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>TU 11/12</td>
<td>Intro -ST Prep 1.3 and 1.4</td>
<td>Bring documents: ST Prep Overview</td>
<td><strong>DUE:</strong> ST Prep 1.1 and 1.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.3 Student Teaching Schedule documentation</td>
<td>ST Prep One</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>1.4 Semester Plan converts to Weekly and Daily documentation</td>
<td></td>
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<tr>
<td></td>
<td>TH 11/14</td>
<td>ST Prep 1.3---1.5 :</td>
<td>Bring documents: ST Prep Overview</td>
<td><strong>DUE:</strong> SBLE Unit Plan Report On Taskstream by 7 PM. Include all components for Gate C rubric assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.3 Student Teaching Schedule documentation</td>
<td>ST Prep One</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>1.4 Semester Plan form documentation</td>
<td>ST Prep One</td>
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<tr>
<td></td>
<td></td>
<td>Teacher Systems and Philosophy</td>
<td></td>
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<tr>
<td></td>
<td>FRI 11/15</td>
<td>Meet in the TRC</td>
<td>Bring documents: ST Prep Overview</td>
<td><strong>DUE:</strong> ST Prep 1.3 and 1.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ST Prep 1.3, 1.4, and 1.5</td>
<td>ST Prep One</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>TU 11/19</td>
<td>Meet in the TRC</td>
<td>Read, print and bring: ST Prep Two documents</td>
<td><strong>DUE:</strong> ST Prep One (1.1 through 1.5) in a two inch 3-ring binder</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Intro to ST Prep Two:</strong> ?????????????????</td>
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<tr>
<td></td>
<td></td>
<td>2.1 Organization</td>
<td></td>
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<td></td>
<td></td>
<td>2.2 Assessment of Readiness</td>
<td></td>
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<tr>
<td></td>
<td>TH 11/21</td>
<td>ST Prep-Meet in TRC</td>
<td>Prepare organizational files for ST Prep 2.1 class session:</td>
<td><strong>DUE:</strong> ST Prep 2.1-Organizational system</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ST Prep 2.2 Assess Readiness</td>
<td>Electronic files</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>ST Prep 2.3, Building knowledge base, if ready to proceed</td>
<td>Filing system</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td><strong>Read, print and bring:</strong> ST Prep Two documents</td>
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<tr>
<td></td>
<td>FRI 11/22</td>
<td>ST Prep-Meet in TRC</td>
<td>ST Prep Two documents</td>
<td><strong>DUE:</strong> ST Prep 2.2 Show CZ progress in class before end of class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2 Assessing Readiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>TU 11/26</td>
<td>No class but one-on-one appts., if requested:</td>
<td></td>
<td><strong>Due:</strong> Submit ST Prep 2.2 Progress Report on BB</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ST Prep progress report from 11/22 class</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TH 11/28-31</td>
<td>Thanksgiving Break</td>
<td></td>
<td><strong>At Mrs. Zuege’s home 5025 N. 225 W. West Lafayette, IN</strong></td>
</tr>
<tr>
<td>16</td>
<td>TU 12/3</td>
<td>ST Prep-TBA</td>
<td>ST Prep Two documents</td>
<td><strong>DUE:</strong> ST Prep 2.3 progress report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.3- Building knowledge base for research</td>
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</tr>
</tbody>
</table>
### Purdue University - EDCI 444 Fall 2013 – Course Schedule

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<table>
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<tr>
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<th>DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH</td>
<td>12/5</td>
<td>ST Prep- Meet in TRC</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2.4 and 2.5 Unit Planning with school and beginning ST semester details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRI</td>
<td>12/6</td>
<td>Course Wrap-UP</td>
<td></td>
<td>DUE: Copy of confirmation of course evaluation for College of Education</td>
</tr>
<tr>
<td>17</td>
<td>12/9-13</td>
<td><strong>Wednesday, Dec. 11</strong>&lt;br&gt;Required for EDCI 444 students: FACS Student Teacher Seminar&lt;br&gt;• BRNG 1284</td>
<td></td>
<td>Pick up ST Prep, materials from Kim Deardorff if needed (BRNG 3134) before/after ST Seminar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>You have worked hard this semester!&lt;br&gt;Enjoy your well-deserved Holiday Break!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>