



**THE UNIVERSITY OF TEXAS AT EL PASO**  
**College of Education- Department of Teacher Education**

<b>Title of Course:</b> SCED 3311 <b>CRN 11535</b> (F2F) Secondary Curriculum Planning	<b>Credits: 3</b> <b>Note:</b> 10 hours of Field Observations are required as part of this course. You will complete your observation hours in person on your selected campus.
<b>Semester:</b> Spring 2022	<b>Instructor Information:</b> <b>Name:</b> Pilar Gonzalez, M.A. Ed <b>Office:</b> <b>Office hours:</b> Wednesdays 9:50 am - noon <a href="#">Zoom</a> by appointment only. Please email via Blackboard mail to set up a meeting.
<b>Day/Time:</b> Thursday 8:30 – 11:20 am, College of Education, Room 405. <u>Our first meeting will take place on August 22<sup>nd</sup>, 2022.</u>	

**Course Description:** This course will focus on instructional design and methods to maximize learning for all K-12 students. As a reflective practitioner, you will be asked to consider how your own values and educational experiences influence your planning and instructional choices in a way that directly impacts student learning. We will utilize the process of backward design (Understanding by Design) to emphasize **alignment** of the [Texas Essentials Knowledge and Skills](#) (*standards*) to planning and instructional decisions, as well as continuous assessment. This course will provide you with opportunities to practice teaching in a safe place as you prepare to take on the roles and responsibilities of a teacher during your student teaching experience and beyond. You will be introduced to the expectations for planning, instruction, and professionalism aligned to the [Miner Assessment Tool](#), an adapted assessment tool modeled after [TTESS](#) (Texas Teacher Evaluation and Support System) and an instructional rubric designed by Teacher Education Agency (TEA) for educators. This course will also introduce you to content and thinking that will support you when taking the PPR and edTPA exams.

**Course Format Information:** This course will be conducted in a face-to-face format. All coursework and resources will be on **Blackboard** and run on a Monday to Sunday schedule. American universities' standard recommendation across the board is to plan for approximately three hours of study time for every one credit hour taken. Therefore, for this course, you can expect each week to spend 3 hours of class time (on in-person weeks) + 9 hours of study and prep time each, which equals approximately 12 hours per week devoted to this course. Please read the syllabus and information on the course site VERY carefully, understand what you need to do and when you need to do it, and then plan course work time in your week accordingly. If you do not understand what to do or when to do it at any time, you should contact Pilar Gonzalez through Blackboard email.

**For Technical Assistance:** For technical problems with our online course site or related computer/Internet applications, please contact the UTEP Helpdesk: M - F: 7 am - 8 pm, Sat: 9 am - 1 pm, Sundays 11–4 pm. On-campus phone: 915.747.5257. Off-campus: 915.747.4357. On campus, you may visit the ATLAS lab within the Undergraduate Learning Center (UGLC building) or the Technology Support Center in Room 300, Library. NOTE: Social distancing rules may apply. Please follow all recommended and required on-campus regulations.

**Student Learning Outcomes:**

<b>TEXAS TEACHING STANDARDS [SBEC]</b> <b>SCED 3311 students will be able to:</b>	<b>Assessment of SBEC Learning Outcomes</b>
<b>Instructional Planning and Delivery</b>	
Develop lessons that build coherently toward objectives based on course content, curriculum scope, and sequence, and expected student outcomes	Unit Plan Daily Lesson Plan
Effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement	Standards Breakdown and Concept Mapping Unit Plan Daily Lesson Plan
Connect students’ prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities	Unit Plan Daily Lesson Plan
Developmentally appropriate plan instruction is standards-driven and motivates students to learn	Unit Plan Daily Lesson Plan
Use a range of instructional strategies appropriate to the content area to make the subject matter accessible to all students	Daily Lesson Plan
Differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education	Daily Lesson Plan Data-Driven Daily Lesson Plan/Reflection
Ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction	Unit Plan Daily Lesson Plan
Set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems	Unit Plan Daily Lesson Plan
Provide opportunities for students to engage in individual and collaborative critical thinking and problem solving	Unit Plan Daily Lesson Plan
Monitor and assess students’ progress to ensure that their lessons meet students’ needs	Daily Lesson Plan Data-Driven Daily Lesson Plan/Reflection
<b>Knowledge of Students and Student Learning</b>	
Connect learning, content, and expectations to students’ prior knowledge, life experiences, and interests in meaningful contexts	Unit Plan Daily Lesson Plan
Understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to address these needs through instructional strategies and resources effectively	Daily Lesson Plan Data-Driven Daily Lesson Plan/Reflection
Understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.	Unit Plan Daily Lesson Plan Data-Driven Daily Lesson Plan/Reflection
<b>Content Knowledge and Expertise</b>	
Organize curriculum to facilitate student understanding of the subject matter	Unit Plan Daily Lesson Plan Data-Driven Daily Lesson Plan/Reflection
Understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions	Daily Lesson Plan

Promote literacy and academic language within the discipline and make the discipline-specific language accessible to all learners	Unit Plan Daily Lesson Plan Data-Driven Daily Lesson Plan/Reflection
Teach both the key content knowledge and the key skills of the discipline	Standards Breakdown and Concept Mapping Unit Plan Daily Lesson Plan Data-Driven Daily Lesson Plan/Reflection
<b>Data-Driven Practices</b>	
Gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning	Data-Driven Daily Lesson Plan/Reflection
Analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning	Data-Driven Daily Lesson Plan/Reflection
Design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes	Data-Driven Daily Lesson Plan/Reflection
<b>Professional Practices and Responsibilities</b>	
Adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s)	Field Observations
Communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff	Always in and outside of class, during Field Observations, in all electronic communications, including email, text, and discussion boards.

There will be weekly embedded quizzes, activities, and assignments in addition to the most crucial signature assignments listed above to support the acquisition, application, and assessment of essential content and skills throughout the course. This coursework **may or may not be** included in the general syllabus. You must maintain an active presence at Blackboard weekly to know and complete all necessary course requirements.

### Required Text & Readings

McTighe, Jay, & Wiggins, Grant. (2005). *Understanding by Design*. Expanded 2<sup>nd</sup> Edition. ASCD Paperback. ISBN-13: 978-1416600350 ASCD product#103055

### Additional Required Readings/Resources

Texas Essential Knowledge and Skills (TEKS) <https://tea.texas.gov/curriculum/teks/>

Lead4ward <http://www.Lead4ward.com/resources>

English Language Proficiency Standards: <http://ipsi.utexas.edu/EST/files/standards/ELPS/ELPS.pdf>

Houston Independent School District Scope and Sequence <https://www.houstonisd.org/Page/69564>

T-TESS <https://www.teachfortexas.org/Views/Teachers>

[Fundamental 5](#)

### Recommended Texts

Tomlinson, Carol Ann. (2017). *How to Differentiate Instruction in Academically Diverse Classrooms*. 3<sup>rd</sup> Edition. ASCD Paperback. ISBN: 978-1-41662330

### UTEP Learning Resources:

UTEP provides a variety of student services and support, including the resources below:

UTEP Library: You can access a wide range of resources, including online, full-text access to thousands of journals and eBooks, reference services, and librarian assistance for enrolled students.

The University Writing Center (UWC): Everyone needs help writing academic English. The UWC [Library Building, Rm.227; phone: 915.747.5112] provides online consultations to all UTEP students at no cost. They also have walk-in services if you are local. It is a terrific resource! I suggest you attend the Writing Center because I think you will benefit from it. It's not a punishment – it's intended to help you. Check the website for more information: <https://www.utep.edu/uwc/>

**Standards of Academic Integrity:** Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, or any act designed to give an unfair advantage to a student or the attempt to commit such acts. Any student who commits an act of scholastic dishonesty is subject to discipline. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation to failing grades on the work in question to failing grades in the course, suspension or dismissal among others.

**Students with Disabilities Statement:** If you have or believe you have a disability, you may wish to self-identify. You can provide documentation to the Center for Accommodations and Support Services (CASS) in Union E, Room 106. Students with a disability must reactivate their standing with CASS every year. Failure to report to this office will place a student on the inactive list and nullify benefits received. Suppose you have a condition that may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class. In that case, you are encouraged to confidently discuss this with the instructor and/or the director of CASS. You may call 915-747-5148 for general information about the Americans with Disabilities Act (ADA).

**COVID-19 Precautions:** If you feel sick, **stay home**. UTEP will no longer require people to use the screening tool at [screening.utep.edu](http://screening.utep.edu) before coming to campus. Please, if you haven't been vaccinated yet and you can be vaccinated, **get vaccinated**. While you are not required, you are encouraged to wear face masks on campus and when in class, whether fully vaccinated or not. Classrooms are no longer needed to provide social distancing, but you are welcome to move the desks in Room 405 for your comfort. COVID-19 testing will be available for all currently enrolled students at no cost in the UTEP Student Health and Wellness Center located in Union Building East, first floor. No appointment is necessary, although pre-registration online is required. Students can be tested even if they are not experiencing symptoms. More information, hours of operation, and a link to pre-register are available here: [www.covid.utep.edu](http://www.covid.utep.edu). You can learn where you can get a free COVID-19 vaccination in El Paso on this website [www.epcovidvaccine.com](http://www.epcovidvaccine.com)

**Guide to Online Etiquette:** As a member of the learning community of this class, the following is a list of specific expectations (Note that this list is not exhaustive and that it may be added to as needed throughout the semester):

**You are expected to engage in the learning community of this class actively.**

Such engaging includes completing the coursework tasks as outlined in each week's session, actively contributing to discussions, and seeking guidance if you have questions (note that if you have a question, it is likely that everyone will benefit if you ask your question) and exhibiting professional courtesy during interactions with classmates/ your instructor. Class participation includes but is not limited to engaging in in-class activities and writing, volunteering input in class discussions, answering questions, defending personal viewpoints, and presenting completed assignments to your classmates.

**You are expected to exhibit appropriate behavior for a higher learning environment.**

The rules of conduct on campus also apply on our course site. Our course site is a place to engage in social learning; it is meant to be a safe space for all. Our ideas and beliefs shape who we are and will differ from our peers; sharing these within class allows us to learn different perspectives and points of view. However, this can only happen successfully if everyone in our learning community respects individual ideas. You are encouraged to participate in all activities to the fullest extent possible, with an open mind to new experiences. In particular, the following are general guidelines for online interactions:

- All the information discussed between peers and/or your instructor should be kept confidential, thus providing a safe atmosphere for creative expression, free of judgment.
- You are encouraged to participate to the depth that you feel comfortable sharing with the class (Note: An electronic record will remain, so be thoughtful in how much personal information you share. The general rule is to share only what you would be comfortable seeing printed on a newspaper/ public Internet page.).
- Do not use inappropriate language, all capital letters, or language shortcuts (i.e., texting shorthand). Online entries should reflect academic writing standards, with edited spelling, grammar, and punctuation.
- When reacting to someone else's message, whether in agreement or disagreement, please address the ideas, not the person. (Note: Harassing, flaming, and/or inappropriate postings will not be tolerated.)
- Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!
- Please refrain from posting yes/no, or I agree/disagree answers (this will NOT earn you participation points). Our online interactions aim to create a rich and meaningful sharing of ideas; therefore, posts should justify positions, provide specific examples, and demonstrate that you have read the required readings and your classmates' comments carefully and thoughtfully.

**You must exhibit high-level time management skills and turn your work in ON TIME.** Although there is no mandatory time that you must be online, the research shows that those with the best success in hybrid/online courses create a schedule for coursework and stick to it. Whether you do your work at 3 am or 10 am on whatever day does not matter; what matters is that you allow sufficient time each week of the semester to focus on coursework. Timely completion of all coursework is essential for this class to run smoothly (i.e., your classmates rely on you to do your readings early in the week and contribute to the discussion in time for them to be able to post feedback later in the week). **Therefore, late work will NOT be accepted.** All online assignments are due by the due date and time listed in the task directions (see each weekly session on our course site for specific details). Please ensure that you **carefully read all instructions for each assignment**, the due dates, and times, and then schedule the time you devote to this class accordingly.

**Missing two weeks of online discussions and/or failure to turn in three consecutive assignments will result in your being dropped from the course. I will email you before dropping you off the course. If I do not receive a response within 2 days, I will assume you are not interested in continuing the course and will submit a course drop at that time.**

**Note:** Exceptions may be made in the case of *extreme emergency* with supporting documentation. I will not accept ANY late coursework after one week from the originally scheduled due date during the semester or after the last scheduled coursework due date at the end of the semester. If you anticipate your assignment will be late due to unusual circumstances, please contact me and explain your situation before the assignment's due date.

**If Blackboard is down and you cannot get into our course site to post work by the required due date:**

ALL coursework should be posted on our online course site. If you cannot log into Blackboard to access our course site when you are trying to publish your work by the due date, you must email me (through Blackboard email) IMMEDIATELY WITH AN ATTACHMENT OF YOUR WORK. Include your **course name and number, CRN, and your name.** (Ex: *SCED 3311, CRN 111 Jorge Perez*) When you do this, I will know that you have completed the work in time and will be accepted, even though it was not posted on our course site as is required. I will then check with the Technology staff at UTEP to determine when Blackboard was out. If you email me indicating that you did not post your coursework because Blackboard is down, but you do not send me your work as an attachment in the message, you will not receive credit for your work.

**Your work is expected to be your own.** Everything you turn in for this course must be your own work. Any student caught engaging in instances of cheating, plagiarism, or any other form of academic misconduct will be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from UTEP for such actions. It is serious! Do not do it.

**You are expected to contact me for help if needed throughout the semester.** I am available to meet during office hours on Wednesday from 9:50 am - noon Zoom-based schedule by appointment only. You can email me for a quick response or set up a phone or Zoom meeting during this time. My email is located on Blackboard. Include your course name and number, **CRN**, and your name. (Ex: **SCED 3311, CRN 111 Jorge Perez**). You can expect a response from me within 24-48 hours (usually sooner) for any email communication you send.

If you have difficulty understanding my expectations, the course material, or completing coursework for any reason—**BE PROACTIVE!!!** I strongly encourage you to reach out to me as soon as possible (do not wait until the day before something is due or the end of the semester), and we will work together to make this class a success! I am here for you (email, phone, office hours, Zoom).



## Evaluation & Coursework Requirements of Students

<u>Coursework Requirements</u>	
Teaching Philosophy and Reflection (individual)	10%
Standards Breakdown (individual)	10%
Unit Plan (group)	15%
Daily Lesson Plan (individual)	20%
Data-Driven Lesson Plan Reflection (individual)	10%
Field Observation Reflection and Log	10%
*Weekly Work (individual)	25 %
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Total	100%
*Weekly Work includes: Embedded quizzes, discussion posts, non-signatures assignments, weekly journal entry	

<u>How Grades are Determined</u>	
Grade	Earned Points
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60
<b>Note:</b> <u>2 weeks of inactivity</u> online or <u>3 missed assignments</u> constitutes an automatic failing grade for the course.	

### Grading:

Individual grading rubrics are found on our online course site in the Blackboard assignments. **Rubrics** are, in themselves, a way I **provide feedback** to students along with additional comments. PLEASE read and respond to the feedback I provide when appropriate. If you are asked to make revisions, please do it. If you have questions or need clarification about the feedback, ask me.

Grades given on drafts (and all assignments) should communicate between you and me about where you are in your learning based on the expectations as dictated by the rubric (which should come from the learning standards for your course). Because your grades should reflect where you are in your understanding and skill related to learning, grades given on drafts of any assignment submitted will be dropped at the end of the semester and will not be reflected in your final grade for the course. Final grades should only reflect your final understanding and skills, not the practicing and learning that happened along the way. I hope this is something you consider when determining your own grading policies.

This course runs on a weekly schedule, Monday through Sunday. Detailed instructions for all coursework tasks to be completed each week of the semester are arranged by *Weekly Session* (i.e., each class session covers one week of the semester). The class sessions for each week are labeled by week number and start date in the main left-hand navigation on our course site. In each of the weekly class sessions, you will find: the topic(s) and objectives for the week, the required reading (from the textbook and via embedded links to download/access articles/videos), and a summary of what tasks are due (and when) that week and detailed directions, and related links for completing and posting your coursework that is due for that class session (i.e., during that week).

**All weekly tasks MUST be submitted by the given deadline; coursework is ALWAYS due by 11:59 pm on the day indicated in the task directions unless otherwise stated.**

### Collaboration:

You will be expected to collaborate on several tasks and signature assignments as part of this course. **You will be expected to teach your students the critical skill of effective collaboration. Use this as an opportunity to develop your own ideas about how to teach and engage in efficient**

**cooperation!** You must exchange contact information at the best times to be reached, plan for meeting regularly and stay in communication with your group members throughout the assigned task. Your group members do not have time to wait until the last minute for you to contribute your portion of the work. If you are having difficulties working with anyone in your group, please email me ASAP so that I might mediate the situation. If you are a negligent group member, your grade for the final work submitted will be negatively impacted according to the severity of the negligence or unwillingness to collaborate effectively. I strongly suggest you keep accurate records of any communications or work sessions you and your group members have over the semester in the case that collaboration and individual contributions need to be verified for any reason. **I want to stress again you will need to learn to manage collaboration in your own classrooms, so start now. If you have not already, understand how to best collaborate and reflect on what works and does not work when working in groups. Whether it is your preferred work method, your students depend on you to teach them how to collaborate effectively to prepare them for the real world.**

### **Grammarly**

Before you publish all your assignments, they should be run through the FREE version of Grammarly. The intention is to minimize possible grammar or spelling errors. Here is a link to a video that explains how to use it: [https://www.youtube.com/watch?v=FJ\\_ZWAUO78s&t=3s](https://www.youtube.com/watch?v=FJ_ZWAUO78s&t=3s)

### **Discussion Board Posts:**

We will have discussions on several topics through Blackboard. The content and reference material for the discussion will be posted here and will be accessed and reviewed to guide the discussion. You must complete the post assigned in Blackboard by **Sunday @ 11:59 pm** to receive credit for that assignment.

## **Signature Assignments for SCED 3311**

### **Teaching Philosophy & Reflection (10%)**

You will develop and refine your “why” as an educator throughout this course. Your teaching philosophy should be written as if you are responding to a potential employer or submitting a statement of purpose for an application. In your statement of purpose, you will explain why you want to be a teacher in your discipline. You will also be asked to complete a reflection at the end of the course in which you compare your teaching philosophy to your daily lesson plan created for this course. Questions and ideas you may address:

- What educational or life experiences influenced your decision to become an educator?
- What do you value most about education?
- Why is it essential for students to know your discipline? What impact will it have on their lives?
- What will it look, sound, and feel like to be in your future classroom?
- What does it mean to be “successful” in your class? How will you make sure students are successful?

### **Standards Breakdown (10%)**

Individual students will *break down* content with an associated process skill standard. The standards breakdown [template \(sample\)](#) will focus on the noun(s) and verb(s) and ask students to explain the alignment, evidence of learning, relevance to students, and enduring understanding(s) of the standards. Students will also be asked to develop a list of 5 or more questions that may be asked as part of class discussions, assignments, and informal and formal assessments to support students in acquiring and applying the knowledge and skills of those standards. This skill of breaking down a standard will be an essential component of all signature assignments throughout the course. *It is the expectation that students bring to this course a strong foundation in the content and skills of their discipline.*



**Unit Plan (group) (15%)**

Students within the same content area will work as a PLC (Professional Learning Community) to develop a Unit Plan using the Understanding by Design unit planning template. Groups will choose a unit from the online middle and high school [HISD Scope and Sequence documents](#). PLC members will develop at least one performance task that will show the transfer of the standards in the unit. In many cases, more than one performance task will need to be developed for the unit to allow students to demonstrate mastery of all the standards in that unit of study. The unit plan will ask students to use the Understanding by Design [template](#), including a well-developed and logically sequenced series of potential daily lesson topics and activities. The unit plan will also ask students to develop Essential Questions and describe the enduring understandings for the unit.

**Daily Lesson Plan (20%) (MAT 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5)**

Individual students will create and submit a daily lesson plan based on a lesson within the unit plan developed as a PLC. A lesson planning [template](#) will be required for this daily lesson plan and will ask students to address the: -learning objectives, -planning to support varied student learning needs, -knowledge of students, materials, -resources, -instructional strategies, -procedures, -academic language, and assessment of the 45-minute lesson. **Aligning** the standards to the learning objective, processes, and evaluations will be the primary focus of this assignment. You will be asked to teach a portion/all of your lesson and provide feedback to peers who will account for 5% of your total grade on this signature assignment. *It is the expectation that students bring to this planning a strong foundation in the content and skills of their discipline.*

**Data-Driven Lesson Planning and Reflection (10%) (MAT 1.1, 1.2, 1.3, 2.2, 2.4)**

Students will develop a formal pre-assessment of the knowledge and/or skill(s) required in their daily lesson plans including a scoring rubric. The assessment will be administered to classmates (or current students in the field), and the resulting data will be collected and analyzed. Students will then revise their daily lesson plan to better/best meet the needs of students based on the student data collected in the form of a reflective essay.

**Field-Based Experience and Reflection (10%)**

Students will complete a minimum of 10 hours of field observations during this course. At least 5 hours of observations must be conducted in classrooms in your intended certification area. The observations and the subsequent reflection are expected to inform your teaching philosophy and support you in making connections between theory and practice when planning a curriculum to maximize student learning. See [Field Based Experience Expectations](#).

**Course Requirements:**

- You will submit a [Field Based Experience Reflection](#) based on your observations on or before the last day of class in Blackboard.
  - Please refer to Blackboard for specific details about completing this reflection. In the reflection, you will be asked to reflect on the following topics based on your 10 hours of field observations.
    - Learning Environment (MAT 3.1, 3.2, 3.3)
    - Differentiation (MAT 1.2, 1.3, 1.4, 2.4)
    - Collaboration (MAT 1.4, 2.3, 2.4, 3.1, 3.3)
    - Use of Questioning (MAT 1.4, 2.3, 2.4, 2.5)
    - Assessment (MAT 1.1, 1.2, 2.1, 2.4, 2.5)
- You will need to complete and submit a signed [Field Based Experience Log](#) to receive credit for completing your field observations for this course.

## Calendar

The calendar is a *guide* and *may be changed* as needed to meet the needs of students. Changes to the calendar will be shared as **Announcements in Blackboard**. Please stay on top of your email and check Blackboard regularly so you do not miss important updates! Details about assignments and readings are in the weekly coursework module task descriptions.

Week	Dates	Topics	Assignments and Due Dates
1 8/22-8/28	Thursday, 8/25, 8:30- 11:30 am CoE Room 405	<i>Building Knowledge of Students Asset-Based Teaching</i>	Knowledge of Student Reflection Post Due: 8/26 @ 11:59 pm Topic Critical Reading/Reflection Post Due: 8/26 @ 11:59 pm Survey and Introduction Post Due: 8/28 @ 11:59 pm Journal Entry #1 Due: 8/28 @ 11:59 pm
2 8/29 – 9/4	Thursday, 9/1, 8:30- 11:30 am CoE Room 405	<i>Backwards Design Teaching Philosophy</i>	UbD: Chapter 1-2 Reading/Quiz Due: 9/2 @ 11:59 pm Topic Critical Reading/Reflection Post Due: 9/4 @ 11:59 pm <b>Teaching Philosophy</b> Due: 9/4 @ 11:59 pm Journal Entry #2 Due: 9/4 @ 11:59 pm
3 9/5 – 9/11	Thursday, 9/8, 8:30- 11:30 am CoE Room 405	<i>UbD: Stage 1: Breaking Down Standards</i>	UbD: Chapter 3 Reading/Quiz Due: 9/9 @ 11:59 pm Standards Breakdown Draft #1 Due: 9/11 @ 11:59 pm Peer Feedback Post Due: 9/9, 9/11 @ 11:59 pm Journal Entry #3 Due: 9/11 @ 11:59 pm
4 9/12 – 9/18	Thursday, 9/15, 8:30- 11:30 am CoE Room 405	<i>UbD: Stage 1: Understandings Essential Questions</i>	UbD: Chapters 4-6 Reading/Quiz Due: 2/16 @ 11:59 pm Topic Critical Reading Discussion Post Due: 9/18 @ 11:59 pm Standards Breakdown Draft #2 Due: 9/18 @ 11:59 pm Journal Entry #4 Due: 9/18 @ 11:59 pm
5 9/19 – 9/25	Thursday, 9/22, 8:30- 11:30 am CoE Room 405	<i>UbD: Stage 2: Performance Tasks Evidence of Learning Discussion</i>	Topic Critical Reading/Discussion Post Due: 9/25 @ aa:59 pm UbD: Chapter 7 Reading/Quiz Due: 9/23 @ 11:59 pm Journal Entry #5 Due: 9/25 @ 11:59 pm
6 9/26- 10/2	Thursday, 9/29, 8:30- 11:30 am CoE Room 405	<i>Unit Planning Alignment The Design Process</i>	UbD: Chapter 11 Reading/Quiz Due: 9/30 @ 11:59 pm Unit Plan Evaluation/Reflection Post Due: 10/2 @ 11:59 pm <b>Final Standards Breakdown</b> Due: 10/2 @ 11:59 pm Journal Entry #6 Due: 10/2 @ 11:59 pm

7 10/3 – 10/9	Async	<i>Unit Planning The Design Process</i>	Topic Critical Reading/Reflection Post Due 10/5 – 10/7 @ 11:59 pm Unit Concept Map (group submission) Due: 10/9 @ 11:59 pm Unit Plan Draft #1 (group submission) Due: 10/9 @ 11:59 pm Journal Entry #7 Due: 10/9 @ 11:59 pm
8 10/10– 10/16	Thursday, 10/13, 8:30-11:30 am CoE Room 405	<i>Feedback</i>	Unit Plan Post/Peer Feedback Due: 10/12, 10/15 @ 11:59 pm Unit Plan Draft #2 Due: 10/16 @ 11:59 pm Journal Entry #8 Due: 10/16 @ 11:59 pm
9 10/17– 10/23	Thursday, 10/20, 8:30-11:30 am CoE Room 405	<i>UbD Stage 3: Daily Lesson Planning Student Engagement Strategies</i>	UbD Chapters 9-10 Reading/Quiz Due: 10/21 @ 11:59 pm Topic Critical Reading/Reflection Post Due: 10/23 @ 11:59 pm <b>Final Unit Plan</b> (group submission) Due: 10/23 @ 11:59 pm Journal Entry #9 Due: 10/23 @ 11:59 pm
10 10/24– 10/30	Thursday, 10/27, 8:30-11:30 am CoE Room 405	<i>Alignment and Learning Objectives Checks for Understanding and</i>	Topic Critical Reading/Reflection Post Due: 10/30 @ 11:59 pm Daily Lesson Plan Preview Due: 10/30 @ 11:59 pm Daily Lesson Plan Draft #1 Due: 10/30 @ 11:59 pm Journal Entry #10 Due: 10/30 @ 11:59 pm
11 10/31– 11/6	Thursday, 11/3, 8:30- 11:30 am CoE Room 405	<i>Discussion Collaboration</i>	Topic Critical Reading/Reflection Post Due: 11/2 @ 11:59 pm Daily Lesson Plan/Peer Feedback Post Due: 11/2, 11/4 @ 11:59 pm Journal Entry #11 Due: 11/6 @ 11:59 pm
12 11/7-11/13	Thursday, 11/10, 8:30-11:30 am CoE Room 405	<i>Review: Lesson Opening &amp; Closing Strategies Planning Instruction</i>	Microteaching: Lesson Opening Due: 11/9 Lesson Opening Self-Reflection Due: 11/13 @ 11:59 pm Daily Lesson Plan Draft #2 Due: 11/13 @ 11:59 pm Journal Entry #12 Due: 11/13 @ 11:59 pm
13 11/14- 11/20	Thursday, 11/17, 8:30-11:30 am CoE Room 405	<i>Data-Driven Instruction Differentiation</i>	Topic Critical Reading/Reflection Post Due: 11/20 @ 11:59 pm <b>Final Daily Lesson Plan</b> Due: 11/20 @ 11:59 pm Journal Entry #13 Due: 11/20 @ 11:59 pm
14 11/21- 11/27	Async	<i>Data-Driven Instruction Discussion</i>	Topic Critical Reading/Reflection Post Due: 11/27 @ 11:59 pm UbD Chapter 8 Reading/Quiz Due: 11/27 @ 11:59 pm Daily Lesson Plan Assessment and Rubric Due: 11/27 @ 11:59 pm

			Journal Entry # 14 Due: 11/27 @ 11:59 pm
15 11/28-12/4	Async	<i>Data-Driven Instruction</i>  <i>Educator as Reflective Practitioner</i>	<b>Data-Driven Lesson Plan Reflection</b> Due: 12/4 @ 11:59 pm <b>Teaching Philosophy/Lesson Plan Reflection</b> Due: 12/4 @ 11:59 pm Journal Entry #15 Due: 12/4 @ 11:59 pm  Submit <b>Field Based Experience Log</b> Due: 12/9 @ 11:59 pm Submit <b>Field Based Experience Reflection</b> Due: 12/9 @ 11:59 pm  <b>Note: There is no final exam for this course</b>