SCED 3311: CRN 11570/11909  
Curriculum Planning in Secondary School  
Fall 2017

This syllabus is subject to change as needed. Any changes to the syllabus will be announced in class and/or posted on Blackboard.

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Office Hours: Mondays, 10:00 am – Noon; Wednesdays, 3:00 pm – 4:00 pm; Thursdays, 1:00 pm – 3:00 pm; online office hours by email Mondays, Tuesdays, Wednesdays from 6:30 – 8:30 pm; or by appointment.

Meeting Times and Location: Wednesdays  
SCED 3311-011 11909- Class 8:30 am-11:20 am EDUC 307  
SCED 3311-007 11570 – Class 12:00 pm-2:50 pm EDUC 402

EQUAL EDUCATIONAL OPPORTUNITY

In order to create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, veteran status, disability, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of University policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination should be reported to the University's Equal Opportunity Office. Inquiries regarding applicable policies should be addressed to the University’s Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or eoaa@utep.edu.

Required Texts:


Optional Texts:


Additional materials/resources we will be using:

Some required readings will be scanned and placed on blackboard or you will be provided with appropriate web links:

- Texas Essential Knowledge and Skills (TEKS) for all content areas and grade levels.
  
  http://ritter.tea.state.tx.us/rules/tac/chapter111/index.html

- Texas College Readiness Standards
  
  http://www.thecb.state.tx.us/index.cfm?objectid=EADF962E-0E3E-DA80-BAAD2496062F3CD8

This course will integrate English Language Proficiency Standards (ELPS) for English Language Learners (ELLs) in order to provide strategies for language acquisition and academic success in all content areas for students at different levels (beginning, intermediate, advanced, and advanced high) in the domains of listening, speaking, reading and writing. You can find the ELPS standards and presentations about ELPS and Texas English Language Proficiency Assessment System (TELPAS) at http://www.esc4.net/users/0001/docs2/122-ELPS.pdf
Course Philosophy and Description:

"Teaching is a lifelong art that ... involves continuous learning not just for the student but for the teacher as well." -- Joseph Katz and Mildred Henry

For teachers to be truly effective involves bringing together four basic components:

A. An appreciation of the discipline itself;
B. An understanding of how students learn and construct ideas;
C. An ability to design and select challenging tasks, create problem-solving environments;
D. The ability to integrate appropriate, meaningful assessment within the teaching process.

One of the main components of teaching is helping students to “discover” for themselves by creating successful learning environments, a friendly atmosphere, and an open mind” approach. A teacher needs to promote students' critical thinking, to encourage searching for different methods. When a mistake is made in one of the methods, the other methods will help students to arrive at a correct answer, so it is very important not to give students answers, but allow them to arrive to content mastery, possibly through a sequence of mistakes [error analysis], and corrections of the mistakes. It is a component of the teacher’s role to encourage students to creatively invent new ways of approaching content without fear of making a mistake.

This course is designed for the prospective secondary teacher and it is based on the conceptual framework of the College of Education. You will be asked to examine yourselves within the educational context of teaching and learning. We will explore the possibilities that exist within educational reform and the implications for teachers and students who want to teach in a secondary school setting. You will have the opportunity to begin a process of reflection and growth that will help create meaningful learning experiences for you and your students. Also, you will make important connections between curriculum theory and practice.

Course Goals and Objectives:

We will address factors that support meaningful growth and progress on an inner journey towards personal transformation. Our classroom community will develop a process that will allow us to explore “who we are, what assumptions we hold as true, how and what we teach, how we organize ourselves, and what barriers prevent us from creating authentic learning environments” (Crowell, Caine & Caine, 1998).
All pre-service teachers will become more effective in the following areas by:

- Writing and analyzing lesson plans that support the learning cycle
- Unpacking State standards for specific content areas and developing practical and engaging use of TEKS
- Demonstrating use of instructional technology within lesson plan development and mini-teaching experience
- Demonstrating understanding of critical reading of texts and web sites through writing and discussion
- Demonstrating reflection about teaching and learning through writing and discussion.
- Writing and discussion to demonstrate an informed perspective about curriculum and related educational issues
- Addressing the domain and competencies that will prepare you for TExES

Materials:
Bring Your Own Electronic Device [BYOD - if available].

Course Requirements and Assignments:

1. **RtOP Responses/Field Notes (150 points/10 points per response)**

   To help you synthesize your observations during the semester you will be required to submit 5 “Response to Observation/Practice” (RtOP) reflections/Field Notes [1 per class observed for each of the 15 hours observed]. The reflections/field notes should be your evaluation of each of the criteria, as well as analysis reflected in 6 questions; authentic responses should include anecdotal supporting evidence, as well as elaboration of points made. A calendar window will be provided to guide your observations as well as Course Calendar identifying when to submit your RtOP reflections/Field Notes. The RtOP/Field Notes rubric will be used to evaluate your reflections. This course requires 15 hours of observation in a public, charter, or private school setting in your content area, for grades 7-12 [Core Content Majors] or K-12 [Fine Arts/Physical Education Majors], OUTSIDE of class time It is the student’s responsibility to obtain criminal background clearance for the district where observations will be completed (contact Human Resources Offices). It is the student’s responsibility to contact the campus administration to schedule observations. Students are expected to comply with professional code of conduct and appearance/dress code guidelines established by the districts.

2. **Lesson Plans and Lesson Presentation (approximately 120 points)**

   All students will construct, present and analyze a variety of lesson constructions utilizing the
Tools, Tasks and Strategies (TTS) Framework (Giza & Kosheleva) and Technological Pedagogical Content Knowledge (TPACK) Framework (Mishra & Koehler). You will develop and implement a series of lessons using the Learning Cycle, 5-E Model, Fundamental 5 principles, and ‘backwards design’ inquiry-based model, analyzed using a modified lesson study approach.

A. As co-teachers [same content major], in a 25-minute lesson students will demonstrate their understanding of effective curricular decisions, sound pedagogical techniques and student-centered educational philosophies. You will also be expected to model these techniques within your mini-teaching lesson and instruction. Mini-teaching will be achieved using a co-teaching model of students within the same content area and in groups of no more than 3 students. Each student will be responsible for assigned elements of the lesson plan/teaching and will be graded as individuals based on their contribution to the teaching.

B. As co-teachers [differing content majors] in a mini-lesson/learning center, students will demonstrate their understanding of implementing a thematic unit representative of making cross-curricular connections within the Explore/Explain/Elaborate components of the 5-E Model of Lesson Planning. Co-teaching groups will vary in size depending upon the class demographics. Students will demonstrate their understanding of effective cross-curricular decisions, sound pedagogical techniques and student-centered educational philosophies. You will also be expected to model these techniques within your mini-teaching lesson/learning center. Each student will be responsible for assigned elements of the lesson plan/teaching/learning center development and will be graded as individuals based on their contribution to the instruction/learning center.

3. Written Reflection Papers, Homework Assignments, Activities, Presentations (approximately 100 points/varied point assignments)

Over the course of the semester, you will be asked to synthesize what you are reading and integrate it with the activities you are doing in class. At certain points during the semester you will be asked to prepare a 1-2 full page typed reflection on a topic connected to secondary teaching and learning. APA format, 12-point font, New Times Roman, Double Spaced, 1 page, save as .pdf. Citations and resources should be included as appropriate.

General Classroom Business

1. In the unavoidable event that you must miss a class, you must contact the instructor before the beginning of class. E-mail or text will be the best option for this. 
If you will be missing or miss a class, immediately contact a classmate to find out what you missed. Excused and unexcused absences will both result in deduction of your per class points. We will begin on time. Being tardy disrupts the flow of the class. Two tardies will equal one absence. Student may be dropped for lack of attendance. If you miss two-weeks of class, contact your instructor(s) immediately.

2. All assignments are due the day they are due. The only exceptions will be made are in the case of extreme circumstances that are supported by documentation of illness, or death in the family. If you are a student-athlete or university representative making a university sponsored trip please make arrangements with me before you leave town. Late assignments will be accepted with a penalty of 10% of your awarded score.

3. Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying data on lab reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person’s as ones’ own. And, collusion involves collaborating with another person to commit any academically dishonest act. More information about scholastic dishonesty can be found on this site: http://admin.utep.edu/Default.aspx?PageContentID=2084&tabid=30292

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action.

4. Students with Disabilities. Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, states that if a student needs an accommodation then the Center for Accommodations and Support Services (CASS) located at UTEP needs to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services (CASS). You may call 915-747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. Individuals with disabilities have the right to equal access and opportunity. It is the student’s responsibility to contact the instructor and the Center for Accommodations and Support Services (CASS) at The University of Texas at El Paso.

5. Technical Assistance. If you have technical problems, please contact the UTEP Helpdesk: M-F: 7AM-
8PM, Sat: 9AM-1PM, Sun: 12-4PM. On-campus phones: 915-747-5257 Off-campus phones: 915-747-4357. If you are on-campus, you may also visit the ATLAS lab located within the Undergraduate Learning Center or the Technology Support Center in Room 300, Library.

Extra Credit:

You will have opportunities to receive extra credit as suggested or approved by the Instructor. For example, you may be invited to participate in service learning, tutoring, participate in College of Education focus groups, surveys, conferences etc.

Guiding Principles for this Course: TExES Domains

Class activities and assignments use best practice methods that support the competencies from the TExES domains. Discussion will focus on how the lesson/activity/assignment addresses the competencies that support best practice while also providing pre-service teachers insight into questions as they appear on TExES.

TExES Secondary and All Levels Professional Responsibility Standards:

Domain I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

Competency 003: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II: The teacher creates a classroom environment of respect and rapport that foster a positive climate for learning, equity and excellence.

Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

Competency 006: The teacher understands strategies for creating an organized and productive learning
environment and for managing student behavior.

**Domain III:** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

**Competency 007:** The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

**Competency 008:** The teacher provides appropriate instruction that actively engages students in the learning process.

**Competency 009:** The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students.

**Competency 010:** The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

**Domain IV:** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

**Competency 013:** The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

**Student Learning Outcomes:**

The course’s learning outcomes will require the student to acquire throughout the semester new knowledge and skills and build upon them. The following table provides a list of the most relevant student learning outcomes for the course. The following outcomes are aligned with SBEC-approved Texas educator standards. Please, see the full standard* at


**Table 1. Student learning outcomes and assessment**

<table>
<thead>
<tr>
<th>Learning Objectives for SCED 3311</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The secondary education pre-service teacher will examine the role of lesson plan writing using</td>
<td>TEKS exploration tool, 5E model written and oral presentations, lesson plan</td>
</tr>
<tr>
<td>the 5E model and the use of TEKS and ELPS.</td>
<td>&amp; analysis, Exams.</td>
</tr>
<tr>
<td>The secondary education pre-service teacher will incorporate and justify the use of technology</td>
<td>TEKS exploration tool, lesson plan &amp; analysis, Podcasts, iMovies, online</td>
</tr>
<tr>
<td>in the secondary curriculum to include the analysis of online material.</td>
<td>resources, writing exercises, Exams, poster session</td>
</tr>
<tr>
<td>The secondary education pre-service teacher will reflect on teaching and learning using multiple</td>
<td>Observation tools with reflection RTOP reflections, Exams, oral presentation</td>
</tr>
<tr>
<td>observations tools, chapter reading, videos, and reflection pieces</td>
<td>of experiences, group projects and activities.</td>
</tr>
</tbody>
</table>
The secondary education pre-service teacher will become aware and informed about secondary curriculum and related educational issues.

<table>
<thead>
<tr>
<th>The secondary education pre-service teacher will write and communicate knowledge through discussion, activities, and reflection papers.</th>
<th>TEKS exploration tool, RtOP reflections, lesson plan &amp; analysis, Journal/Article reflections, lesson planning, Exams</th>
</tr>
</thead>
</table>

RtOP reflections, All written reflections and assignments will be assessed by attached rubrics.

Grading Scale:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 90 – 100%</td>
<td>B = 80 – 89%</td>
<td>C = 70 – 79%</td>
<td>D = 60 – 69%</td>
<td>F = 59% and below</td>
</tr>
</tbody>
</table>

Tentative Schedule Fall 2017

SCED3311 CRN 11570/11909 Curriculum & Lesson Planning

NOTE: All topics, assignments, and due dates are subject to change at the instructor’s discretion

<table>
<thead>
<tr>
<th>Class/Date</th>
<th>Topics</th>
<th>Hands-on Activities</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 01: Introduction</td>
<td></td>
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</tr>
<tr>
<td>Week 1: August 30</td>
<td>Orientation to course:</td>
<td>• Entrance Ticket Perspectives&lt;br&gt;• Formation of Professional Learning Communities [PLCs] &amp; Introductions&lt;br&gt;• Brainstorming Activity</td>
<td>• Please read the syllabus&lt;br&gt;• “The Fundamental Five (F5)”, p 1-50;&lt;br&gt;• Prepare Cornell Notes [Template on Blackboard] (20 points)&lt;br&gt;• Due: September 3rd at 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>• Course structure&lt;br&gt;• Blackboard&lt;br&gt;• Syllabus &amp; Schedule&lt;br&gt;• Gmail Account/Google Drive&lt;br&gt;• Observation Hours&lt;br&gt;• TPACK: “What Is Technological Pedagogical Content Knowledge?” (Mishra &amp; Koehler, 2007)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2: September 6</td>
<td>• Fundamental 5: Implications for Curriculum and Lesson Planning – Effective Teaching and Learning (Cain &amp; Laird, 2011).&lt;br&gt;• Tools, Tasks, and Strategies &amp; Lesson Planning (Giza)</td>
<td>• Entrance Ticket&lt;br&gt;• Select a TEKS and Student Expectation (Task) for your content area; &lt;br&gt;<a href="http://tea.texas.gov/index2.aspx?id=6148">http://tea.texas.gov/index2.aspx?id=6148</a>.</td>
<td>• Read Introduction from &quot;How Students Learn&quot; pp 1 - 26, access at <a href="http://www.nap.edu/catalog.php?record_id=11101">http://www.nap.edu/catalog.php?record_id=11101</a> or attachment on Blackboard Assignment.</td>
</tr>
<tr>
<td>Class/Date</td>
<td>Topics</td>
<td>Hands-on Activities</td>
<td>Assignments Due</td>
</tr>
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<td>------------------</td>
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<td>---------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| ● Backwards/Understanding by Design  
● Review Texas Essential Knowledge and Skills (TEKS) for individual content areas | ● TTS Venn Diagram  
● Embedded Activities                           | ● Submit responses to posted questions on Blackboard Assignment. (15 points)  
● Due: September 10th at 11:59 pm |

**Module 02: Teaching and Active Learning**

| Week 3: September 13 | Inquiry-Based/Collaborative/Cooperative Learning | Entrance Ticket  
● Academy Award Group presentation:  
● Google Drive  
● Prezi  
● Slideshare  
● - SlideBoom  
● - Genialy  
● - PowerPoint                           | Read ”The Fundamental Five (F5)”, p 51-106;  
Complete Seed Discussion Organizer [template on Blackboard]  
Submit RtOP/Field Notes for Observation #1  
Due: September 17th at 11:59 pm |

| Week 4: September 20 | Class Debate: Problem-Based Learning vs. Project-Based Learning  
● Fundamental 5 – 2nd Half Review | Entrance Ticket  
Complete Compare & Contrast Organizer (20 Points)  
Embedded Activities                           | Read Textbook: “Focus” Chapters 1, 2, & 3, pp 9 - 89;  
Submit responses to posted questions (20 points)  
Due September 24th at 11:59 pm |

**Module 03: Curriculum & Lesson Planning**

| Week 5: September 27 | Elements of Curriculum/Lesson Planning  
● Background knowledge/differentiation of instructions.  
● 5-E Model  
● Introduction to Depth of Knowledge/Blooms Revised Taxonomy  
● Lesson Cycle  
● Critical Thinking Skills/Effective Questioning | Entrance Ticket  
Formation of Mini-Teaching Co-teachers -  
In-Class Develop Action Plan  
Embedded Activities                           | Submit RtOP/Field Notes for Observation #2 & 3  
Begin drafting Lesson Plan draft #1: Develop 'Engage' and 'Explore' components.  
Due October 1st at 11:59 pm |
<table>
<thead>
<tr>
<th>Class/Date</th>
<th>Topics</th>
<th>Hands-on Activities</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| **Week 6:**       | **Utilize class time to complete classroom observations.**             | **Read** Textbook: “Focus” Chapters for your content area **OR** Read “posted materials” for your content area:  
  ● Chapter 4 - English Language Arts/Communications;  
  ● Chapter 5 - Social Studies/History;  
  ● Chapter 6 - Science;  
  ● Chapter 7 - Math;  
  ● “Posted Materials” on Blackboard - Foreign Language, Fine Arts, Physical Education/Kinesiology  
  ● Prepare & Submit responses to posted questions on Blackboard Assignment. (20 points)  
  ● Submit RtOP/Field Notes for Observation #3 & 4  
  ● Due October 8th at 11:59 pm |                                                                                      |
| **Week 7:**       | **Module 04: Differentiation/Learning Centers**                        | **Entrance Ticket**  
  ● Learning Center Artifacts  
  ● Two paragraph definition: Definition of Differentiation  
  ● Draft #2 of Lesson Plan: All 5 Components  
  ● Submit RtOP/Field Notes for Observation #5 & 6  
  ● Due October 15th at 11:59 pm |                                                                                      |
| **Week 8:**       | **Module 05: Cross-Curricular Thematic Units**                        | **Entrance Ticket**  
  ● Peer Review Feedback  
  ● Final Lesson Plan  
  ● Submit RtOP/Field Notes for Observation #7 & 8  
  ● October 22nd at 11:59 pm |                                                                                      |
| **Week 9:**       | **Introduction to Thematic Units**  
  ● Co-Planning Cross-Curricular Thematic Unit Learning | **Entrance Ticket**  
  ● Draft Thematic Unit Lesson Plan | **Draft #1 Thematic Unit/Learning Center Lesson Plan (Google Documents)**  
  ● Submit RtOP/Field Notes for |
### Class/Date | Topics | Hands-on Activities | Assignments Due
---|---|---|---
 | Center |  | Observation #9 & 10
 |  |  | • Due October 29th at 11:59 pm
**Week 10: November 1** | • 4 Mini-Teachings | • Entrance Ticket (5 points)  
|  |  | • Complete Peer review & ratings (Exit Ticket 5 points)
 |  | • Mini-Lesson Preparation  
|  |  | • Learning Center Preparation  
|  |  | • Observations  
|  |  | • Submit RtOP/Field Notes for Observation #11 & 12
 |  |  | • Due November 5th at 11:59 pm

**Educator’s Integrated Lesson Plans Showcase**

**Week 11: November 8**

|  | • 4 Mini-Teachings | • Entrance Ticket (5 points)  
|  |  | • Complete Peer review & ratings (Exit Ticket 5 points)
 |  |  | • Mini-Lesson Preparation  
|  |  | • Learning Center Preparation  
|  |  | • Observations  
|  |  | • Submit RtOP/Field Notes for Observation #13
 |  |  | • Due November 12th at 11:59 pm

**Week 12: November 15**

|  | • 4 Mini-Teachings | • Entrance Ticket (5 points)  
|  |  | • Complete Peer review & ratings (Exit Ticket 5 points)
 |  |  | • Mini-Lesson Preparation  
|  |  | • Learning Center Preparation  
|  |  | • Submit RtOP/Field Notes for Observation #14
 |  |  | • Due November 19th at 11:59 pm

**Week 10: November 22**

|  | Utilize class time to work on Thematic Unit/Learning Center Development; mini-teaching preparation, or complete classroom observations. |  
|  | • Mini-Teaching Preparation  
|  |  | • Learning Center Preparation  
|  |  | • Submit RtOP/Field Notes for Observation #15
 |  |  | • Due November 26th at 11:59 pm

**Week 13: November 29**

|  | • 4 Mini-Teachings | • Entrance Ticket (5 points)  
|  |  | • Complete Peer review & ratings (Exit Ticket 5 points)
 |  |  | • Mini-Lesson Preparation  
|  |  | • Learning Center Preparation  
|  |  | • Final Observation Reflection Paper

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<table>
<thead>
<tr>
<th>Class/Date</th>
<th>Topics</th>
<th>Hands-on Activities</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 14:</td>
<td>Final Project: Cross- Curricular Learning Center Rotations (120 points)</td>
<td>Learning Center Artifacts</td>
<td>• Original Observation Hours Log Due; turn in at the end of class</td>
</tr>
<tr>
<td>December 6</td>
<td></td>
<td></td>
<td>• Final Observation reflection Due December 10th at 11:59 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Extra Credit (2 points added to final grade): Course evaluation [send email to me (<a href="mailto:rllynch@utep.edu">rllynch@utep.edu</a>) stating you completed the survey].</td>
</tr>
</tbody>
</table>

Estimated Total Possible Course Points [not including Extra Credit Points] = 500-600 points

Final Word

_I reserve the right to adjust the course syllabus or change assignments as needed. Remember that our course syllabus and class schedule are living documents and can change._
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observational Tool</td>
<td>Observation tool is complete and fully documents the classroom</td>
<td>Observation tool is partially complete and documents the</td>
<td>Observation tool is not complete and inadequately documents the</td>
<td>Observation lacks any detail and does not document the classroom</td>
</tr>
<tr>
<td></td>
<td>experience details such as quotes, diagrams and other explanations</td>
<td>classroom experience.</td>
<td>classroom experience.</td>
<td>experience or is missing from the RtOP altogether.</td>
</tr>
<tr>
<td></td>
<td>of practice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connection to Standard</td>
<td>It is clear that there is a thorough understanding of the</td>
<td>The connection to the standard is present; however, the lack of</td>
<td>The connection to the standard is weak and not well aligned with</td>
<td>The connection to the standard is missing or the connection is not</td>
</tr>
<tr>
<td></td>
<td>standard as there is a clear and well documented connection based</td>
<td>clarity and detail does not fully demonstrate thorough</td>
<td>classroom observation.</td>
<td>substantiated.</td>
</tr>
<tr>
<td></td>
<td>on the classroom observation.</td>
<td>understanding.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connection to Text</td>
<td>The connection(s) to text informs the standard and is clearly</td>
<td>The connection(s) to text is somewhat addressed; however, it</td>
<td>The connection(s) to text poorly informs the standard and is</td>
<td>The connection to text does not inform the observation or</td>
</tr>
<tr>
<td></td>
<td>aligned to the classroom observation and standard addressed.</td>
<td>doesn't fully inform the standard and isn't thoroughly aligned</td>
<td>weakly aligned to the classroom observation.</td>
<td>connection to the standard, or it is missing altogether.</td>
</tr>
<tr>
<td>Connection to Self</td>
<td>The connection to self is clearly tied to classroom observation,</td>
<td>The connection to self is somewhat addressed; however, it is not</td>
<td>The connection to self is weakly addressed, albeit somewhat</td>
<td>The connection to self is missing altogether or is not related to</td>
</tr>
<tr>
<td></td>
<td>the standard addressed and text to inform what it means to be a</td>
<td>clearly tied to classroom observation, the standard addressed</td>
<td>tied to classroom observation, to the standard addressed and</td>
<td>the observation, standard, or text.</td>
</tr>
<tr>
<td></td>
<td>teacher.</td>
<td>and text to inform what it means to be a teacher.</td>
<td>text to inform about what it means to be a teacher.</td>
<td></td>
</tr>
<tr>
<td>Mechanics/Sources</td>
<td>There are no grammatical, spelling or punctuation errors. All</td>
<td>Very few grammatical, spelling or punctuation errors are present.</td>
<td>Several grammatical, spelling, or punctuation errors are present.</td>
<td>Ideas are distracted by too many grammatical, spelling or</td>
</tr>
<tr>
<td></td>
<td>sources (information and graphics) are accurately documented.</td>
<td>All sources (information and graphics) are accurately documented.</td>
<td>All sources (information and graphics) are accurately documented.</td>
<td>punctuation errors. Some sources are documented or are missing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>altogether.</td>
</tr>
</tbody>
</table>
### Grading Rubric for Presentation/Mini Co-Teaching [25 minutes] - 60 Points possible

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Good (20 – 15 Points)</th>
<th>Fair (14 – 7 Points)</th>
<th>Poor (6 – 1 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Content and Summary</td>
<td>Solid Knowledge and understanding of the topic to be presented is demonstrated. The Presentation is clear and understandable.</td>
<td>Good knowledge and understanding of the topic to be presented is demonstrated. The presentation is clear and understandable, but some important points are not addressed.</td>
<td>Weak knowledge and understanding of the topic to be presented is demonstrated. The presentation is unclear.</td>
</tr>
<tr>
<td>Critical Thinking and Argumentation</td>
<td>Effective Questioning focused on encouraging student critical thinking based on Bloom’s Revised Taxonomy. Students were challenged.</td>
<td>Effective Questioning focused generally encouraging student critical thinking based on Bloom’s Revised Taxonomy. Students were somewhat challenged.</td>
<td>Effective Questioning did not focus on encouraging student critical thinking based on Bloom’s Revised Taxonomy. Students were not challenged.</td>
</tr>
<tr>
<td>Organization and Communication Accuracy</td>
<td>The presentation is well organized, has the 5-E components clearly defined. The purpose of the presentation is clear from the beginning.</td>
<td>The presentation is organized, has the 5-E components clearly defined. The purpose of the presentation becomes clear within the presentation.</td>
<td>The presentation is not well organized and the elements of the 5-E model are not clear or not present. The purpose of the presentation is unclear.</td>
</tr>
</tbody>
</table>

### PLC Participation Rubric

Throughout the semester students are expected to:

- Be present (in mind and body) and be well prepared for class.

- Participate fully in class and online activities and assignments - take an active part in the work of small and large group; participate in discussions and attend class face-to-face sessions. Understand your roles and responsibilities in acquiring Student Learning Outcomes for this class.

- Make insightful comments, informed by required reading and your own critical thinking. Demonstrate reflections on your readings. Come to class with questions, comments and thoughts on readings.

- Treat class activities, group discussions as important components of the course, showing respect for fellow classmates and the course material.

SCED3311_Lynch.Arroyo_Fall.2017
### Grading Rubric for Short Reflection - 20 points possible

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Does Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>20-15</td>
<td>14-7</td>
<td>6-1</td>
</tr>
<tr>
<td><strong>The piece is thoughtful, engaging, and clearly written. The piece shows careful consideration of the topic at hand. It responds directly to the question or prompts and makes meaningful connections with the readings and course content. The piece has been proofread.</strong></td>
<td>Shows adequate reflection along with some level of thoughtfulness, and may or may not have responded directly to the question or prompt. It also contains grammatical or sentence structure errors that disrupt the flow of the narrative.</td>
<td>Does not adequately address the question or prompt, and shows limited thoughtfulness.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follows APA format</td>
<td></td>
<td>Does not follow APA format.</td>
</tr>
</tbody>
</table>

### Grading Rubric for Final Lesson Plan - 30 points possible

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Does Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>10 – 8</td>
<td>7 – 4</td>
<td>3 - 1</td>
</tr>
<tr>
<td><strong>Structure (Tools)</strong></td>
<td>Lesson Plan format is concise and includes the elements of the 5-E Model and the Fundamental 5.</td>
<td>Lesson format has some of the elements of the 5-E Model and the Fundamental 5.</td>
<td>Lesson Plan format is disorganized and does not include elements of the 5-E Model nor the Fundamental 5.</td>
</tr>
<tr>
<td><strong>Content (Tasks)</strong></td>
<td>Texas Essential Knowledge and Skills and Learning objective are stated and addressed in the lesson structure.</td>
<td>Texas Essential Knowledge and Skills and Learning objective are somewhat stated and somewhat addressed in the lesson structure.</td>
<td>Texas Essential Knowledge and Skills and Learning objective are not stated and not addressed in the lesson structure.</td>
</tr>
<tr>
<td><strong>Lesson Delivery (Strategies)</strong></td>
<td>Strategies for lesson delivery include interactive, hands-on approaches and differentiated instruction. Technology is embedded in lesson delivery.</td>
<td>Strategies for lesson delivery include some interactive hands-on approaches and differentiated instruction. Some technology is embedded in lesson delivery.</td>
<td>Strategies for lesson delivery do not include interactive, hands-on approaches and differentiated instruction. Technology is not embedded in lesson delivery.</td>
</tr>
</tbody>
</table>
## Grading Rubric for Learning Center/ Lesson Plan - 120 points possible

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Below Standard</th>
<th>Does Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Points</strong></td>
<td>40 – 38</td>
<td>37-34</td>
<td>33-30</td>
<td>29-0</td>
</tr>
<tr>
<td><strong>Structure (Tools)</strong></td>
<td>Lesson Plan format is concise and includes Cross-Curricular Connections. Tools address types of learners: kinesthetic, visual and auditory.</td>
<td>Lesson Plan format is somewhat concise and includes most Cross-Curricular Connections. Tools address types of learners: kinesthetic, visual and auditory.</td>
<td>Lesson Plan format is not concise and doesn’t include Cross-Curricular Connections. Tools address some types of learners: kinesthetic, visual and auditory.</td>
<td>Lesson Plan format is not concise and doesn’t include Cross-Curricular Connections. Tools do not address types of learners: kinesthetic, visual and auditory.</td>
</tr>
<tr>
<td><strong>Content (Tasks)</strong></td>
<td>Texas Essential Knowledge and Skills and Learning objective are stated and learning processes are clear and concise.</td>
<td>Texas Essential Knowledge and Skills and Learning objective are stated and learning processes are somewhat clear and concise.</td>
<td>Texas Essential Knowledge and Skills and Learning objective are stated and learning processes are not clear and concise.</td>
<td>Texas Essential Knowledge and Skills and Learning objective are not stated and learning processes are not clear and concise.</td>
</tr>
<tr>
<td><strong>Lesson Delivery (Strategies)</strong></td>
<td>Strategies for lesson delivery include interactive, hands-on approaches and differentiated instruction. Technology &amp; Inquiry-Based learning is embedded in lesson delivery.</td>
<td>Strategies for lesson delivery include some interactive, hands-on approaches and differentiated instruction. Technology &amp; Inquiry-Based learning is somewhat embedded in lesson delivery.</td>
<td>Strategies for lesson delivery does not include interactive, hands-on approaches and differentiated instruction. Inquiry-Based learning is not embedded in lesson delivery. Technology is somewhat embedded in lesson delivery.</td>
<td>Strategies for lesson delivery does not include interactive, hands-on approaches and differentiated instruction. Technology &amp; Inquiry-Based learning is not embedded in lesson delivery.</td>
</tr>
</tbody>
</table>

## Learning Center Participation/Artifacts - 90 points possible

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Below Standard</th>
<th>Does Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Points</strong></td>
<td>30 – 28</td>
<td>27-24</td>
<td>23-20</td>
<td>19-0</td>
</tr>
<tr>
<td><strong>Activities/Products from Each Learning Center (Tools)</strong></td>
<td>Activities/Products from each learning center are included and completed with quality.</td>
<td>Activities/Products from 75% of learning center are included and completed with quality.</td>
<td>Activities/Products from 50% of learning center are included and completed with quality.</td>
<td>Activities/Products from 25% of learning center are included and completed with quality.</td>
</tr>
<tr>
<td><strong>Rating of Learning Centers (Tasks)</strong></td>
<td>Each learning center was rated, including specific comments and submitted on the rating form.</td>
<td>75% of learning centers were rated, including specific comments and submitted on the rating form.</td>
<td>50% of learning centers were rated, including specific comments and submitted on the rating form.</td>
<td>25% of learning centers were rated, including specific comments and submitted on the rating form.</td>
</tr>
<tr>
<td>Active Team Collaboration (Strategies)</td>
<td>Observed actively collaborating and participating with team members in each learning center.</td>
<td>Observed actively collaborating and participating with team members in 75% of the learning centers.</td>
<td>Observed actively collaborating and participating with team members in 50% of the learning centers.</td>
<td>Observed actively collaborating and participating with team members in 25% of the learning centers.</td>
</tr>
</tbody>
</table>