SCED 3311 [Hybrid]: CRN 23151; CRN 21658; CRN 22526
Curriculum Planning in Secondary School
Spring 2015

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

No ringing cellular phones or beepers are permitted in class.
If you have or suspect a disability and need accommodations you should contact Disabled Student Services (DSSO) at 747-5148 or at dss@utep.edu or come by Room 106 Union East Building.

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Office Hours: Mondays, 3:00 PM – 5:00 PM [105G]; Tuesdays, 2:00 – 5:00 PM [105G]; Wednesdays, 11:00 AM – 5:00 PM [105G], or by appointment.

Required Texts:


Optional Texts:


Other 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.

- This website includes all the Texas Essential Knowledge and Skills (TEKS) for all content areas and grade levels. [http://ritter.tea.state.tx.us/rules/tac/chapter111/index.html](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](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](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 a “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, learning and schooling 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

**Course Structure:**

*NOTE: The State of Texas requires all students to undergo a criminal records check. In order to participate in this course, students must obtain the clearance from a school district within the first two weeks of the course or else they will be dropped from the course.*

Classes for this course will be done using a hybrid format. Portions of this course will occur online. Please arrange your schedules accordingly. The class will be a combination of lecture, guided instruction, classroom and online discussion, classroom and online exercises and project development. Every class meeting, whether face-to-face or virtual, is vital. It is the students’ responsibility to meet with the instructor to arrange an alternative for any class session missed. Each face-to-face class session will consist of a brief lecture and/or students’ interactive discussion/presentation, and problem solving activities. The discussion will focus on how the lessons exemplify the given standard, on how to assess the effectiveness of the lesson, and on extensions, modifications, and improvements. You will be
required to take notes during each class session (class activities and discussions may be subject to change). During online sessions you will be asked to read education papers and chapters from the book, write reflections and participate in online discussion (all these activities will be conducted via Blackboard or in class).

Materials:
Composition/Interactive Notebook, glue sticks, markers, colored pencils, scissors, Bring Your Own Device [BYOD - if available], etc.

Course Requirements and Assignments:

1. RtOP Responses (100 points/20 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. A calendar window will be provided to guide your observations as well as Course Calendar identifying when to submit your RtOP reflections. The RtOP rubric will be used to evaluate your reflections. This course requires 15 hours of observation in a public or private school setting in your content area, for grades 7-12, 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 (100 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’ model, analyzed using a modified lesson study approach. These lessons will demonstrate your 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.

3. Written Reflection Papers, Homework Assignments, Activities, Presentations (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 2-3 full page typed reflection on a topic connected to secondary teaching and learning.

4. Final Project (100 points)

Each student will be asked to create an Interactive Notebook (INB) throughout the semester. This notebook should emphasize teaching, learning and schooling in the secondary curriculum, reflective of pedagogical approaches representative of the Fundamental 5 principles. Guidelines and Grading Rubric for the INB are included in the syllabus.

Class Participation and Attendance:

It is essential that each of you be present and actively participate during all class sessions. This includes spending an appropriate amount of time preparing for class so that the resources will support in-depth learning experiences for students and teachers using them. Successful completion of the course depends on regular, thoughtful participation and interaction in classroom and online learning experiences.

It is EXTREMELY important that you attend class regularly AND on time. Because classroom discussion and participation in presentations and activities [face to face and online] are essential to learning from this course, all students will be graded on their prompt arrival to class, attendance, and participation in class. Attendance will be taken each meeting using a sign-in sheet (which is your responsibility to make sure you sign); sometimes you will be asked to sign in the beginning of class session, and at the end of class session. Your active participation and positive attitude towards learning innovative ideas about curriculum planning in each class session is vital to your learning, as well as, to the learning of other students in the class. The instructor may count late arrival, early departure, or blatant nonparticipation as a half-absence or even a full absence, depending on what is missed.

In-class activities will include participation in whole class and small group discussions, initiating discussion(s), respectfully and insightfully responding to, and engaging in discussion with the instructor and other students. Online activities may include discussion board and/or submission of assignments.

For every scheduled face to face class meeting that you are present and arrive on time, 2 points will be added to your OVERALL point total. Each absence will affect your grade. I reserve the right to drop a student from a course after two absences. *If you are more than 20 minutes late to class, it will be counted as an absence. You will be expected to make up any missed assignments/class work. Please do not schedule advising or personal appointments during class time; please do not request to leave class early. **Note:** If you are having personal, academic, professional or other issues that are inhibiting or will inhibit your attendance and performance in this course, please come and talk to me about it. My desire is for everyone to succeed in this course.
The official UTEP attendance policy for undergraduate students is as follows:

“The student is expected to attend all classes and laboratory sessions. It is the responsibility of the student to inform each instructor of extended absences. When, however, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” (UTEP Undergraduate Catalog).

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>
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<tbody>
<tr>
<td>The secondary education pre-service teacher will examine the role of lesson plan writing using the SE model and the use of TEKS and ELPS.</td>
<td>TEKS exploration tool, 5E model written and oral presentations, lesson plan &amp; analysis, Interactive Student Notebook entries</td>
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<tr>
<td>The secondary education pre-service teacher will incorporate and justify the use of technology in the secondary curriculum to include the analysis of online material.</td>
<td>TEKS exploration tool, lesson plan &amp; analysis, Podcasts, iMovies, online resources, writing exercises, Interactive Student Notebook entries, poster session</td>
</tr>
<tr>
<td>The secondary education pre-service teacher will reflect on teaching, learning and schooling using multiple observations tools, chapter reading, videos, and reflection pieces.</td>
<td>Observation tools with reflection, RtOP reflections, Interactive Student Notebook, oral presentation of experiences, group projects and activities.</td>
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<tr>
<td>The secondary education pre-service teacher will become aware and informed about secondary curriculum and related educational issues.</td>
<td>TEKS exploration tool, RtOP reflections, lesson plan &amp; analysis, Journal/Article reflections, lesson planning, Interactive Student Notebook entries.</td>
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<tr>
<td>The secondary education pre-service teacher will write and communicate knowledge through discussion, activities, and reflection papers.</td>
<td>RtOP reflections, All written reflections and assignments will be assessed by attached rubrics.</td>
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Assessment and Grading:

If you maintain high expectations of your students as an educator, students will rise to those expectations. I have high expectations of each and every student, particularly those students who are pursuing a career as a professional educator. Each of you has the ability to meet these expectations, as long as you see yourself pursuing a profession that critically impacts the lives of our children! Notice I stated ‘profession’ not a ‘job’; being an educator is one of the most important roles you can play in our society today!

Your grade will be determined by the level you fulfill the following requirements. There are five benchmarks for this course. Your success in fulfilling these benchmarks will determine your grade for the course:

Grade "A": Student meets all the requirements, completes all assignments, and turns in all assignments (including tests) on time. The average grade for assignments (including all extra credit) and tests is A.

Grade "B": Student meets all the requirements, but does not complete all assignments, submits some assignments after the due date, has excessive absences. The average grade for assignments (including all extra credit) and tests is B.
Grade "C": Student does not meet all of the benchmarks, does not complete all assignments, submits most assignments after the due date, and has excessive absences. The average grade for assignments (including all extra credit) and tests is C.

Requirements for course success:

1. You should become an expert in working with UTEP Library electronic database.
2. You should become knowledgeable and proficient in working with Blackboard.
3. You will work as a cooperative member of the community of learners that comprises this class.

Grading:

I will provide graded feedback on your performance (the special grading schedule is explained below). I will select all or randomly submissions for grading and provide feedback to students.

Grade Distribution:

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<td>A</td>
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<td>B</td>
<td>85 - 89</td>
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<td>C</td>
<td>75 - 84</td>
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<td>D</td>
<td>65 - 74</td>
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<td>F</td>
<td>0 - 64</td>
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Academic Integrity:

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by their individual. In the classroom and in all other academic activities, 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. It is imperative, therefore, that all faculty, insist on adherence to these standards.

As teachers and future teachers, you should be especially aware that cheating, plagiarism and collusion in dishonest activities are serious acts which erode the university’s purpose and integrity and cheapen the learning experience for us all. It is expected that individual work you submit will represent your own effort and will not involve copying from or accessing unauthorized resources.
It is expected that work you submit will represent your own effort (or your own group’s effort, if it is a group project), will not involve copying from or accessing unauthorized resources or people (e.g., from a previous year’s class), and will appropriately acknowledge allowable references that you do consult. Violations are unacceptable and will be referred to the Dean of Students Office for possible disciplinary action.

Don’t resubmit work completed for other classes without specific acknowledgment and permission from me.

For Group Work: Within a group, members are allowed to divide up subsets of the project for which individuals will take the initial responsibility for coordinating efforts, but it is assumed that by the time a group turns in a write-up that all members have read, discussed, and understand all parts of what is being turned in. Group members may even discuss general ideas and strategies with members of other groups, but NOT share parts of actual written work.

Students with disabilities:

If you have or believe that you have a disability, you may wish to self-identify. You can do this by contacting the Center for Accommodations and Support Services (CASS) to show documentation of a disability or to register to receive testing and services (747-5148 or at cass@utep.edu or go by Room 106 Union East Building). CASS provides the following services: note taking, sign language, interpreter, reader and/or scribe services, priority registration, adaptive technology, diagnostic testing for learning disabilities, assistance with learning strategies/tutoring, alternative testing location and format, and advocacy. All information provided to CASS is kept with the strictest rules of confidentiality.

It is responsibility of any student desiring to drop the course to turn in necessary drop forms. The instructor will not drop students who are no longer attending the class. The instructor will not drop a student after the last day to drop. You are responsible for your own record. The instructor can drop any student any time a student violates the written rules/requirements for remaining in good standing in the course. I hold the right to drop a student from a course after two absences.

Class Meeting Times and Locations:

SCED 3311-003, 21658: Mondays, 8:30 am-11:20 am, EDUC 402
SCED 3311-011, 22526: Mondays, 12:00 pm-2:50 pm, EDUC 402
SCED 3311-002, 23151: Tuesdays, 8:30 am-11:20 am, EDUC 402
The course instructor reserves the right to adjust the course syllabus or change assignments as needed.

Table 2. Course Calendar

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<tr>
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<tr>
<td>I - IV</td>
<td>Week of January 19th</td>
<td>Online Assignment: Review syllabus, course content, materials posted on Blackboard, Course rubrics, Observation Protocol, Interactive Notebook Guidelines Set up individual Interactive Notebook Submit application for Background checks Review classroom observations protocol Review RtOP process</td>
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**Homework:** Due January 25th at 11:59 pm.

Read syllabus and calendar and send to instructor two questions (discussion board on Blackboard) about the class and/or syllabus;

Read Textbook: “The Fundamental Five (F5)”, p 1-50; Prepare & Submit Cornell Notes, format posted on Blackboard Assignment. (5 Points) [required item for interactive notebook]


| I - IV | Week of January 26th | In-Class Review: Formation of Professional Learning Communities [PLCs] & Introductions Pre-Survey Completion Introduction to TPACK, Fundamental 5, and Tools, Tasks, and Strategies |

**Homework:** Due February 1st at 11:59 pm.

Read Textbook: “Focus” Chapters 1, 2, & 3, pp 9 – 89; Submit responses to posted questions (20 points)
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| I-IV  | Week of February 2nd | Online Assignment: Due February 8\textsuperscript{th} at 11:59 pm. Read Textbook: “The Fundamental Five (F5)”, p 51-106; Prepare & Submit Advance Note Taking Organizer, format posted on Blackboard Assignment. (5 Points) [required item for interactive notebook]  
Read Textbook: “Focus” Chapters for your content area OR Read “posted materials” for your content area; Submit Reflection in response to criteria posted on Blackboard Assignment. Follow APA format, 12 point font, New Times Roman, Double Spaced, 2 pages, save as .pdf. (15 points)  
“Focus” Chapters: Chapter 4 – English Language Arts/Communications; Chapter 5 – Social Studies/History; Chapter 6 – Science; Chapter 7 – Mathematics; Attached “Posted Materials” on Blackboard – Foreign Language, Fine Arts, Physical Education/Kinesiology, Prepare & Submit responses to posted questions on Blackboard. | **RtOP:** Due February 10\textsuperscript{th} at 11:59 pm; Submit RtOP for Observation #1 (20 points) |
Submit RtOP for Observation #2 (20 points) |
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<td><strong>Homework:</strong> Due February 23rd at 11:59 pm</td>
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<td>Technology Quest: Find and Review 3 technology resources related to embedding in instruction for your content major area; Prepare &amp; Submit Rating Forms. (rating/review format attached on Blackboard) (5 points). [required item for interactive notebook]</td>
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<td>Educational Assessment: Embedding formative assessment Watch: Unpacking Formative Assessment, Dylan Wiliam, (2012), <a href="https://www.youtube.com/watch?v=kPf0nQFfv50">https://www.youtube.com/watch?v=kPf0nQFfv50</a> And WCS Formative Assessment, (2013), These clips demonstrate a variety of ways to implement formative assessment in your classroom. Music: “Better Days” by The Goo Goo Dolls (Google Play • iTunes • AmazonMP3), <a href="https://www.youtube.com/watch?v=fIHzSml5Ce">https://www.youtube.com/watch?v=fIHzSml5Ce</a>; In one to two paragraphs, describe the benefits of embedding formative assessment in instruction for your content area, Submit on Blackboard (5 points)</td>
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| I-IV  | **Week of February 23rd** | **Online Assignment**: Due March 2nd at 11:59 pm.  
**External Influence on Teaching Practices & Learning: Grading**  
**RtOP**: Due March 3rd at 11:59 pm  
Submit RtOP for Observation #3 (20 points) |
|       | **Week of March 2nd** | **F2F/Online Assignments for all sections**  
**In-Class Review**: Introduction to Data Analysis & Accountability – influence on lesson planning and teaching practice. Selection of Individual TEKS for Mini-Teaching and begin draft of lesson plans  
**Homework**: Due March 9th at 11:59 pm  
| N/A   | **Week of March 9th** | **SPRING BREAK**  
Class Does Not Meet and There are NO Assignments |
| I-IV  | **Week of March 16th** | **Online Assignment**: Due March 23rd at 11:59 pm.  
**Read** Inside the Black Box: Raising Standards Through Classroom Assessment, Black & Wiliam, 1998, [http://www.dpi.state.nc.us/docs/accountability/educators/insideblackbox1998.pdf](http://www.dpi.state.nc.us/docs/accountability/educators/insideblackbox1998.pdf); **Describe** in 2-3 paragraphs the classroom assessment elements you have included in your draft lesson plan and how the elements will measure student understanding and performance. Submit on Blackboard, (10 points)  
Submit Draft #2 of Lesson Plan and Supplemental Materials with revisions, additions, and/or deletions (20 points). [required item for interactive notebook]  
**RtOP**: Due March 24th at 11:59 pm  
Submit RtOP for Observation #4 (20 points) |
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| I-IV  | Week of March 23<sup>rd</sup> | **In-Class Review:** Tools, Tasks & Strategies – Implementation  
**Homework:** Due March 29<sup>th</sup> at 11:59 pm  
Submit FINAL Draft of Lesson Plan and Supplemental Materials with revisions, additions, and/or deletions (20 points). **[required item for interactive notebook]** |
| I-IV  | Week of March 30<sup>th</sup> | **Online Assignment:** Due April 5<sup>th</sup> at 11:59 pm.  
**Differentiated Instruction for:**  
Review PPT - 2014 Accommodation Policy: Student Scenarios (Attached on Blackboard Assignment)  
Submit **Reflection** in response to “What methods you will use in your instruction to address the needs of ELLs and Special Needs Students.” on Blackboard Assignment. Include specific outcomes expected and examples of tools and strategies incorporated. Follow APA format, 12 point font, New Times Roman, Double Spaced, 2 pages, Save as .pdf. (15 points)  
**RtOP:** Due April 7<sup>th</sup> at 11:59 pm  
Submit RtOP for Observation #5 20 (20 points) |
| I-IV  | Week of April 6<sup>th</sup> | **In-Class Review:** 5 Student Mini-Teaching Presentations  
Complete and turn in peer review worksheets.  
Interactive Notebook: Any processing activities, notes, or hands-on activities from Mini Teaching Presentations **[required item for interactive notebook]**  
**Homework:** Due April 12<sup>th</sup> at 11:59 pm  
Preparation for Mini Lesson Presentation  
Preparation of Interactive Notebook  
Research 3 teaching strategies you would like to add to your teacher’s toolbox; describe and give examples of each **[required item for interactive notebook]** |
<p>| N/A   | April 6&lt;sup&gt;th&lt;/sup&gt; | <strong>Course Drop Deadline</strong> |</p>
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<td>I-IV</td>
<td>Week of April 13\textsuperscript{th}</td>
<td><strong>In-Class Review:</strong> 5 Student Mini-Teaching Presentations Complete and turn in peer review worksheets. Interactive Notebook: Any processing activities, notes, or hands-on activities from Mini Teaching Presentations [required item for interactive notebook] <strong>Homework:</strong> Due April 19\textsuperscript{th} at 11:59 pm Preparation for Mini Lesson Presentation Preparation of Interactive Notebook Research 3 classroom management strategies you would like to add to your teacher’s toolbox; describe and give examples of each [required item for interactive notebook]</td>
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<tr>
<td>I-IV</td>
<td>Week of April 20\textsuperscript{th}</td>
<td><strong>In-Class Review:</strong> 5 Student Mini-Teaching Presentations Complete and turn in peer review worksheets. Interactive Notebook: Any processing activities, notes, or hands-on activities from Mini Teaching Presentations [required item for interactive notebook] <strong>Homework:</strong> Due April 26\textsuperscript{th} at 11:59 pm Preparation for Mini Lesson Presentation Preparation of Interactive Notebook Research 3 types of formative assessment you would like to add to your teacher’s toolbox; describe and give examples of each [required item for interactive notebook]</td>
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<td>I-IV</td>
<td>Week of April 27\textsuperscript{th}</td>
<td><strong>In-Class Review:</strong> 5 Student Mini-Teaching Presentations Complete and turn in peer review worksheets. Interactive Notebook: Any processing activities, notes, or hands-on activities from Mini Teaching Presentations [required item for interactive notebook] <strong>Homework:</strong> Due May 3\textsuperscript{rd} at 11:59 pm Preparation for Mini Lesson Presentation Preparation of Interactive Notebook Research 3 ways to embed technology you would like to add to your teacher’s toolbox; describe and give examples of each [required item for interactive notebook]</td>
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<td>I-IV</td>
<td>Week of May 4\textsuperscript{th}</td>
<td><strong>In-Class Review:</strong> 5 Student Mini-Teaching Presentations Complete and turn in peer review worksheets. Interactive Notebook: Any processing activities, notes, or hands-on activities from Mini Teaching Presentations [required item for interactive notebook] <strong>Homework:</strong> Due May 10\textsuperscript{th} at 11:59 pm Preparation for Mini Lesson Presentation Preparation of Interactive Notebook Research 3 foldables you would like to add to your teacher’s toolbox; describe and give examples of each [required item for interactive notebook]</td>
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### TeXes

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| I-IV  | Week of May 11th F2F | **In-Class Review:** 5 Student Mini-Teaching Presentations  
Complete and turn in peer review worksheets.  
Interactive Notebook: Any processing activities, notes, or hands-on activities from Mini Teaching Presentations [required item for interactive notebook]  
Final Project [Interactive Notebook] and Observation Hours Log Due |

### 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>Observation Tool</td>
<td>Observation tool is complete and fully documents the classroom experience details such as quotes, diagrams and other explanations of practice.</td>
<td>Observation tool is relatively complete and partially documents the classroom experience.</td>
<td>Observation tool is not complete and inadequately documents the classroom experience.</td>
<td>Observation lacks any detail and does not document the classroom experience or is missing from the RtOP altogether.</td>
</tr>
<tr>
<td>Connection to Standard</td>
<td>It is clear that there is a thorough understanding of the standard as there is a clear and well documented connection based on the classroom observation.</td>
<td>The connection to the standard is present; however the lack of clarity and detail does not fully demonstrate thorough understanding.</td>
<td>The connection to the standard is weak and not well aligned with classroom observation.</td>
<td>The connection to the standard is missing or the connection is not substantiated.</td>
</tr>
<tr>
<td>Connection to Text</td>
<td>The connection(s) to text informs the standard and is clearly aligned to the classroom observation and standard addressed.</td>
<td>The connection(s) to text is somewhat addressed; however, it doesn’t fully inform the standard and isn’t thoroughly aligned to the classroom observation.</td>
<td>The connection(s) to text poorly informs the standard and is weakly aligned to the classroom observation.</td>
<td>The connection to text does not inform the observation or 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, the standard addressed and text to inform what it means to be a teacher.</td>
<td>The connection to self is somewhat addressed; however it is not clearly tied to classroom observation, the standard addressed and text to inform what it means to be a teacher.</td>
<td>The connection to self is weakly addressed, albeit somewhat tied to classroom observation, to the standard addressed and text to inform about what it means to be a teacher.</td>
<td>The connection to self is missing altogether or is not related to the observation, standard, or text.</td>
</tr>
<tr>
<td>Mechanics/Sources</td>
<td>There are no grammatical, spelling or punctuation errors. All sources (information and graphics) are accurately documented in APA format.</td>
<td>Very few grammatical, spelling or punctuation errors are present. All sources (information and graphics) are accurately documented, most are in correct APA format.</td>
<td>Several grammatical, spelling, or punctuation errors are present. All sources (information and graphics) are accurately documented; however, they are not in correct APA format.</td>
<td>Ideas are distracted by too many grammatical, spelling, or punctuation errors. Some sources are documented; however, they are not in correct APA format or sources are missing altogether.</td>
</tr>
</tbody>
</table>
### Grading Rubric for Presentation/Mini-Teaching

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Good (10-8 pts)</th>
<th>Fair (7-4 pts)</th>
<th>Poor (3-1 pts)</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 (this is applicable only if presenting the review of the article).</td>
<td>Strengths and weaknesses that are central to the key points of the article are addressed. The discussion of strengths and weaknesses take up the majority of the assignment.</td>
<td>Strengths and weaknesses that are peripheral to the article are addressed. The discussion of strengths and weaknesses take up the majority of the assignment.</td>
<td>Strengths and weaknesses are addressed peripherally or not at all. The discussion of strengths and weaknesses take up only a small part of the assignment.</td>
</tr>
<tr>
<td>Organization and Communication Accuracy</td>
<td>The presentation is well organized, has a very clear intro, body and conclusion. The purpose of the presentation is clear from the very beginning. There are no grammatical errors or typos. APA and page length requirements (if applicable for the assignment) are met.</td>
<td>The presentation is organized, has an intro, body and conclusion. The purpose of the paper becomes clear within the paper. There are few grammatical errors or typos. APA and page length requirements (if applicable for the assignment) are met.</td>
<td>The presentation is not well organized, has an unclear or non-existent intro, body and conclusion. The purpose of the paper is unclear. There are many grammatical errors and/or typos. APA and page length requirements (if applicable for the assignment) are not met.</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.

### Grading Rubric for Short Reflection

<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></td>
<td>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.</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>
</tr>
</tbody>
</table>

### Grading Rubric for Lesson Plan Development

<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>(5-7)</td>
<td>(2-4)</td>
<td>(0-1)</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 Plan 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 Interactive Notebook

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Points</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>Interactive Notebook is organized with a Table of Contents, Pages Numbered, Content included on the right-side of the notebook and a processing activity included on the left-side of the notebook.</td>
<td>Interactive Notebook is organized with a Table of Contents, Pages Numbered, but Content is not included on the right-side of the notebook and a processing activity included on the left-side of the notebook.</td>
<td>Interactive Notebook is not organized with a Table of Contents, Pages Numbered, Content is not included on the right-side of the notebook and a processing activity included on the left-side of the notebook.</td>
</tr>
<tr>
<td><strong>Tools</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>All assigned items in the syllabus are included in the notebook and are complete. Assignments are quality work products.</td>
<td>Most of the assigned items in the syllabus are included in the notebook and are complete. Assignments are quality work products.</td>
<td>Some of the assigned items in the syllabus are included in the notebook and are complete. Assignments are quality work products.</td>
</tr>
<tr>
<td><strong>Tasks</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Delivery</strong></td>
<td>Strategies for lesson delivery include interactive hands-on approaches and differentiated instruction. Examples are content-specific and thoroughly explained in detail for later reference.</td>
<td>Strategies for lesson delivery include interactive hands-on approaches and differentiated instruction. Examples are content-specific and somewhat explained in detail for later reference.</td>
<td>Strategies for lesson delivery include interactive hands-on approaches and differentiated instruction. Examples are not content-specific and are not explained in detail for later reference.</td>
</tr>
<tr>
<td><strong>Strategies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
