SCED 3311: CRN 21974, 27869, and 27870
Curriculum Planning in Secondary School
Spring 2019

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

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Office Hours: Mondays, 4:00 pm - 5:00 pm; Tuesdays, 11:30 am - 2:30 pm; Thursdays, 11:30 am - 2:30 pm; or by appointment/email.
Meeting Times and Location:
SCED 3311-013 27870 Monday Class 5:30 pm-8:20 pm EDUC 405
SCED 3311-011 21974 Tuesday Class 8:30 am-11:20 am EDUC 405
SCED 3311-012 27869 Tuesday Class 3:00 pm-5:50 pm EDUC 405

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; and
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 invent new ways of approaching content without instilling 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. In addition, you will make important connections between curriculum theory and practice.

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*Field Notes may be submitted in advance of the due dates; the due dates are guides for pacing of observation hours.
Required Texts:


Optional Texts:


Additional materials/resources we will be using:

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

- Texas Essential Knowledge and Skills (TEKS) for all content areas and grade levels. [https://tea.texas.gov/curriculum/teks/](https://tea.texas.gov/curriculum/teks/)

This course will integrate English Language Proficiency Standards (ELPS) for English Learners (ELs) 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 [http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4](http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4) 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 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...SCED3311_Lynch.Arroyo_Spring 2019

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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].

Professional Responsibilities and Assignments:

MTAP Digital (e-) Portfolio: The Miner Teacher Assessment of Performance (MTAP) Digital Portfolio provides a mechanism for formative and summative assessment of student growth in UTEP’s teacher preparation program. With the guidance of UTEP College of Education faculty, the MTAP Portfolio represents a way for students to demonstrate their professional knowledge, skills, and disposition as an emerging middle school (4-8) educator. MTAP content is based on the four domains of the Texas Teacher Evaluation and Support System (T-TESS): Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities.

Specific Artifacts as assignments in SCED3311:

<table>
<thead>
<tr>
<th>Artifact I: Teaching Philosophy</th>
<th></th>
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<tbody>
<tr>
<td>Goals of the assignment</td>
<td></td>
</tr>
<tr>
<td>Begin developing your teaching philosophy by reflecting on:</td>
<td></td>
</tr>
<tr>
<td>1. Academic readings and assignments throughout your academic career;</td>
<td></td>
</tr>
<tr>
<td>2. Your observations of teaching and your own opportunities to teach;</td>
<td></td>
</tr>
<tr>
<td>3. Your beliefs about teaching.</td>
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</tbody>
</table>

Assignment directions

Part 1: Evaluate learning theories and observations and teaching experiences.

Part 2: Critically analyze your beliefs about teaching and learning.

1. Answer the following questions and provide examples for each, when applicable:
   a. Why do you want to be an educator?
   b. How does your teaching philosophy align with learning theories?
   c. How will learning theories guide your selection of teaching materials, activities, teaching components and assessments?

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*Field Notes may be submitted in advance of the due dates; the due dates are guides for pacing of observation hours.*
d. What are your learnings goals for your students? (i.e., competency, mastery, ability to think critically, ability to apply critical thinking to solve problems, etc.)
e. What are your learning environment goals for your students? (Positive rapport with students, classroom management, classroom routines, rewards systems, etc.)
f. What are your assessment and evaluation goals for your students? (beliefs are about grading, formative and summative, and assessment tools)
g. What are your goals as an aspiring educator and lifelong learner?
h. How will you improve your teaching and student learning (e.g. using student, administrative, and parental feedback)?
i. How will you establish effective collegial relationships and collaborate with your colleagues?

**Part 3:** Reflect on Part 1 & 2 and write your teaching philosophy, including an abstract-type summary of your philosophy.

1. Consider the Classroom Active Observation experiences in the field; what have you learned through them?
2. Consider other teaching or Classroom Active Observation field experiences and reflect on what you have learned.

**Part 4:** Reflection:

1. Reflect on all areas identified in Parts 1 & 2 and write a summary statement (at least one paragraph) of the most important aspects of your philosophy. Include one dynamic example of a goal for your future students or your aspirations as a teacher. This statement gives the reader/listener an idea of what it would be like to be in your classroom. This summary statement can serve as your introduction to potential employers as you visit job fairs, school principals and human resource departments. You may also use it in written correspondence to potential employers. If you are unsure of how to begin, the following are suggestions to consider:
   a. How does learning happen?
   b. What is your focus to ensure student learning?
   c. What do you feel is the most important ingredient in teaching

2. Reflect on all areas identified in Parts 1 & 2 and write a 3-5 page paper that includes examples of student goals and your aspirations as a teacher, as you have identified above. Your paper should include the following:
   a. Introduction. Begin with the summary statement of your beliefs about learning and teaching. Then include a short summary of the rest of your teaching philosophy.
   b. Body: This is an explanation (with specific examples) of how you will put your beliefs about teaching and learning into practice as a teacher. Discuss the learning theories that influence your philosophy and how the theories will guide your selection of teaching components, materials, activities and assessments. Refer to your evaluation and analysis of Part 1 & 2 above.
   c. Conclusion: Recap of your teaching philosophy.

**Part 4:** Submit teaching philosophy to Blackboard Assignment.

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**Artifact V & VI: ILC/Active Learning Lesson Plan and Implementation**

**Goals of the assignment**

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 lesson using the Learning Cycle, SCED3311_Lynch.Arroyo_Spring 2019

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5-E Model, Fundamental 5 principles, and ‘backwards design’ inquiry-based/active learning model, analyzed using a modified lesson study approach.

Students will do the following:
- Present a clear, well-organized lesson plan that integrates content and literacy.
- Create a measurable lesson goal aligned to Texas Essential Knowledge and Skills: [http://ritter.tea.state.tx.us/rules/tac/chapter111/ch111b.html](http://ritter.tea.state.tx.us/rules/tac/chapter111/ch111b.html), English Language Proficiency Standards (ELPS) [http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4](http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html), and Texas Essential Knowledge and Skills for Technology Applications [http://ritter.tea.state.tx.us/rules/tac/chapter126/ch126a.html](http://ritter.tea.state.tx.us/rules/tac/chapter126/ch126a.html).
- Utilize the Five E lesson plan format [https://drive.google.com/file/d/1CM1PZ2m7sY_alW8LeDd7qndLdNvC9wL/view?usp=sharing](https://drive.google.com/file/d/1CM1PZ2m7sY_alW8LeDd7qndLdNvC9wL/view?usp=sharing) — Engagement, Exploration, Explanation, Elaboration & Evaluation with technology integration to help students investigate the content topic and real-world problem.
- Display an in-depth knowledge of content subject topic and integrate learning objectives with real-world problems.
- Communicate clear task learning expectations, build on students’ prior knowledge and experiences, and use effective questioning and discussion to target English Learners and students with differing needs.
- Select and identify domain specific (tier 3) academic content vocabulary needed by all students; Select and identify vocabulary and grammatical patterns (sentence frames or phrases) needed by English Learners in the class.
- Engage students in relevant learning of content topics through sequenced activities.
- Provide effective feedback by frequently checking for understanding.
- Provide opportunities for students to use technology to demonstrate their thinking and shared group work.

### Assignment directions

**Part 1:** Develop a lesson plan that integrates content with literacy using the 5 E Model—engagement; exploration; explanation; elaboration; and evaluation.

**Part 2:** Teach the lesson to the students from this course. Your lesson implementation will be videotaped.

**Part 3:** Reflect on the effectiveness of your integrated lesson plan and your implementation of the lesson.

**Part 4:** Reflect on all areas identified in Parts 1-4 and write a summary statement (at least one paragraph) of each of the components of the 5-E lesson plan. Include one dynamic example of how you, as a teacher, would adjust your lesson plan to address active learning. This statement gives the reader/listener an idea of what it would be like to be in your classroom.

**Part 5:** Submit your final lesson plan and reflection (2-3 pages) on Blackboard Assignment.

**Part 6:** Complete peer evaluation/rating of your fellow students’ lessons.

**Part 1:** Write the lesson plan

1. Create a lesson plan that integrates content that is applicable to the TEKS.
2. Identify the grade level, content subject topic, literacy skills & technology integration.
3. Write clear goals aligned to the TEKS standards. Clearly describe the technology integration aligned with the lesson goals.
4. Write the TEKS standard(s) & ELPS standard(s).
5. Write a lesson plan (30 minute) that scaffolds content, academic content language and learning for bilingual and differing needs students, and integrates technology using the 5-E Lesson plan format and clearly describe:
   - **ENGAGEMENT**—Describe the content topic and real-world problem. Describe how the content topic will be connected to students’ prior knowledge and life experiences.
   - **EXPLORATION**—Describe the essential question to engage students in higher order thinking and
problem solving. Describe the print and digital texts, technology, and resources that will be used to explore the real world problem and content topic.

- **EXPLANATION** - Describe the academic content vocabulary, graphic organizers, and explicit teacher modeling practices to help students interact and explain academic content vocabulary in significant linguistic & cultural contexts.
- **ELABORATION** - Describe the visuals and collaborative student learning structures to demonstrate investigation and understanding of the content and real-world problem.
- **EVALUATION** - Describe the formative assessments embedded throughout the lesson to assess activation of prior knowledge, content mastery, and student participation. Describe the closing activity that explains how students will use technology to demonstrate their learning about the real-world problem.
- **CLOSURE** – Integrate a closing activity to anchor the lesson you have taught and may include formative evaluation

**Part 2:** Teach the lesson

1. Teach the lesson based on schedule.
2. Submit the final lesson plan and materials (or links to materials) as a Blackboard assignment.

**Part 3:** Reflect on the lesson plan and your teaching of the lesson. Analyze the effectiveness of your integrated lesson plan. Use the following to guide you in developing an analysis.

1. After teaching the lesson, watch the video-clip of you implementing the lesson. Analyze and take notes on the following questions:
   - the alignment of the TEKS and how appropriate were the tasks for diverse learners.
   - the establishment of collaborative learning opportunities that encouraged all students to use visual tools and technology
   - how I provided appropriate student time to support deeper learning
   - whether and how I planned and used probing questions to address students’ misunderstandings
   - whether and how I planned and managed differentiated learning tasks to address the individual needs of all learners
   - to what extent did my plan and my teaching reflect my ability to use formative assessments to monitor the quality of student participation and performance?
   - whether and how I planned and taught the lesson so that instruction was connected to background knowledge and real-world problem?
   - What did I do well and what can I improve on?

**Part 3:** Reflect on the effectiveness of your integrated lesson plan and your implementation of the lesson.

**Part 4:** Reflect on all areas identified in Parts 1-4 and write a summary statement (at least one paragraph) of each of the components of the 5-E lesson plan. Include one dynamic example of how you, as a teacher, would adjust your lesson plan to address active learning. This statement gives the reader/listener an idea of what it would be like to be in your classroom.

1. Then write a reflection paper (2-3 pages), giving specific examples from your lesson plan and/or video analysis. Note: You do not have to have succeeded in achieving all of these areas in your planning and teaching. However, what is important for you to be successful in this assignment is for you to (a) recognize where you are in your progress towards mastery of these; and (b) explain where and how you still need to improve. As you reflect, address the in-depth questions listed below. Your paper should respond to each of these questions.
   
   A. How did I plan the lesson with clear goals aligned to the TEKS?
   B. How were students able to achieve the lesson’s goals?

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C. How did I provide domain specific academic content vocabulary instruction that build on students’ prior knowledge and experiences?
D. How did I make plans to activate students’ prior knowledge and teach the lesson to engage them in a task that made connections to students’ real-world experiences?
E. How did I plan and communicate structured tasks requiring students to use skills to explore questions and concepts about a topic and real-world problem?
F. How did I plan and explain academic content vocabulary and did I model how to use literacy strategies to investigate the topic and real-world problem?
G. How did I plan structured collaborative problem solving and solution seeking and did I motivate students to elaborate and extend their conceptual understanding of the content and real-world problem?
H. How did I plan embedded formative assessments and did I evaluate students’ prior knowledge, content understanding, and participation?
I. How did I plan a closing activity and did I provide opportunities for student to assess their learning about the content and real-world problem?
J. What did I do well and what can I improve on?

Part 5: Submit your final lesson plan and your reflection on Blackboard Assignment;
Part 6: Upload your lesson plan and hands-on examples/materials to Blackboard Assignment.

Artifacts A: Field-based Assignment: Active Observation

Goals of the assignment:
To help you synthesize your observations during the semester you will be required to submit 15 sets of Response to Observation Protocol/ Field Notes [1 per class observed for each of the 15 hours observed]. The Response to Observation Protocol/ field notes should be your evaluation of each of the criteria, as well as analysis included in the reflection; 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 reflections/ Response to Observation Protocol/ Field Notes. The Response to Observation Protocol/ Field Notes 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. You are required to complete 15 hours observation in the classroom and/or attending professional learning community meetings, tutoring, parent-teacher conference, ARD/IEP session.

Assignment directions
There will be a log-in sheet to record your observation time that will be verified and observation notes (you will take notes every time you do your observation, based on the observation guidelines stated).

Part 1: Please print and read this instruction: Observations Instruction.

Part 2: print out: Active Observation Log; complete log with required information

Part 3: schedule observation times

Part 4: complete the observation taking observation notes using: Response to Observation Protocol/ field notes

Part 5: write a 2-page field-based assignment final reflective essay (please refer to this guideline/rubric: Reflective Essay Rubric)

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**Part 6**: turn in to the UTEP course instructor original, verified and signed log as a hard copy on completion of the 15 hours of observation.

**Part 6**: submit Response to Observation Protocol/field notes via Blackboard Assignment as completed.

**POLICIES:**

**A. 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>

**B. Penalties**

Assignments are to be submitted through Blackboard Assignment on the date indicated by 11:59 PM. If assignments are submitted late, 20% of the grade value will be deducted.

**C. 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. Any student who commits an act of scholastic dishonesty is subject to discipline. 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, any act designed to give unfair advantage to a student or the attempt to commit such acts. 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, to suspension or dismissal among others.

**D. Students with Disabilities**

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

**E. 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 SCED3311_Lynch.Arroyo_Spring 2019

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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.

**Inclusiveness and equity**

Learning happens only when we feel respected as a whole human being. My top priority in our classroom is to cultivate relationships of trust and respect and a sense that we see each other as whole, complex human beings. That you experience this in our classroom is important for the sake of your learning in our course and for the sake of your future students’ learning, so that you feel able to cultivate such relationships with them. To that end, I want you to know that all of you is welcome in our classroom space—all the parts of you as a person are welcome in our discussions, our activities, our assignments, and in our assessments. We are all complex people with a variety of perspectives, experiences, challenges, assets, and resources—our gender identities, our sexual orientations, our religions, our races, our ethnicities, our economic statuses, our immigration statuses, our parenthoods, our veteran statuses, our ages, our languages, our abilities and disabilities. All the parts of you are welcome in our learning community to the extent that you feel comfortable bringing them in. I strive to show respect for the variety and wholeness in each of you, and I expect that each of you show respect for each other as well. If you feel marginalized in our class, and you feel comfortable discussing it, I would like to know so that I can support you, protect you, and make changes that feel more inclusive and equitable. You can also talk with our Department Chair and/or you can report a complaint of discrimination to the University’s Equal Opportunity Office, Kelly Hall, Third Floor, 915-747-5662 or eoaa@utep.edu.

**F. Professionalism**

- Consistent attendance, punctuality, collegiality, supportive critique and professionalism will be expected
- Course expectations:
  - Attend meetings when you are scheduled to attend meetings (meetings with peers, instructor, whole class, etc./ Face-to-face (F2F) or on-line);
  - Come to the class and stay for the entire class
  - Do not be distracted during scheduled meeting (you need to be present and focused; F2F and on-line);
  - Be prepared to raise, share, discuss and attempt to solve any individual or collective problems you may have with your colleagues and/or your instructor in constructive ways that allows us all to maintain our dignity and continue to function effectively as a community.
  - Demonstrate an understanding that while we can, and will probably, disagree, we need to do so within a community of respect; and
  - Provide your classmates with supportive critique and constructive feedback.

**G. 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.

**H. 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, SCED3311_Lynch.Arroyo_Spring 2019

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surveys, conferences etc.

**Guiding Principles for this Course: TEXES Domains**

Class activities and assignments use best practice methods that support the competencies from the TEExES 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 TEExES.

TEExES 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.

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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 http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=149&rl=1001

Table 1. Student learning outcomes and assessment

<table>
<thead>
<tr>
<th>Learning Objectives for SCED 3311</th>
<th>Assessments</th>
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</thead>
<tbody>
<tr>
<td>The secondary education pre-service teacher will examine the role of lesson plan writing using 5E model and the use of TEKS and ELPS.</td>
<td>TEKS exploration tool, 5E model written and oral presentations, lesson plan &amp; analysis, Exams.</td>
</tr>
<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, Exams, poster session</td>
</tr>
<tr>
<td>The secondary education pre-service teacher will reflect on teaching and learning using multiple observations tools, chapter reading, videos, and reflection pieces.</td>
<td>Observation tools with reflection Classroom Active Observation reflections, Exams, oral presentation of experiences, group projects and activities.</td>
</tr>
<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, Classroom Active Observation reflections, lesson plan &amp; analysis, Journal/Article reflections, lesson planning, Exams</td>
</tr>
<tr>
<td>The secondary education pre-service teacher will write and communicate knowledge through discussion, activities, and reflection papers.</td>
<td>Classroom Active Observation reflections, All written reflections and assignments will be assessed by attached rubrics.</td>
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</tbody>
</table>

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### Tentative Schedule Spring 2019

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**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><strong>Module 01: Introduction</strong></td>
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</tbody>
</table>
| **Week 1:** January 21/22 MLK Holiday/Online | Submit Application for Security Clearance for Classroom Observations from district of student choice. Purchase textbooks. | • Receive Letter of Clearance for classroom observations  
• Contact Campus and Schedule Observations  
• Due: January 28/29 (next face to face class meeting). | | |
| **Orientation to course:** | Course structure, Syllabus & Schedule, Blackboard, & Observation Hours  
**Introduction to Lesson Planning:**  
• Backwards/Understanding by Design  
• Review Texas Essential Knowledge and Skills (TEKS) for individual content areas  
• TPACK: “What Is Technological Pedagogical Content Knowledge?” (Mishra & Koehler, 2007)  
• Tools, Tasks, and Strategies & Lesson Planning (Giza) | • Entrance Ticket Perspectives  
• Formation of Professional Learning Communities [PLCs] & Introductions  
• Brainstorming Activity  
• TTS Venn Diagram  
• Embedded Activities | • Please read the syllabus  
• “The Fundamental Five (F5)”, p 1-50;  
• Prepare Cornell Notes [Template on Google documents and Blackboard] (20 points)  
• Due: February 3 at 11:59 pm | |
| **Week 2:** January 28/29 Face to Face | **Fundamental 5: Implications for Curriculum and Lesson Planning – Effective Teaching and Learning** (Cain & Laird, 2011). | • Entrance Ticket  
• Select a TEKS and Student Expectation (Task) for your content area;  
• Embedded Activities | • Read Introduction from "How Students Learn" pp 1-26, access at  
http://www.nap.edu/catalog.php?record_id=11101 or attachment on Blackboard Assignment.  
• Submit responses to posted questions (googledoc) on Blackboard Assignment. (15 points)  
• Due: February 10 at 11:59 pm | |

**Module 02: Teaching and Active Learning**

| **Week 4:** February 11/12 | Inquiry-Based/Active/ Collaborative/Cooperative Learning  
• Class Debate: | Entrance Ticket  
• Student Group Academy Awards presentation:  
• Google Drive | Read “The Fundamental Five (F5)”, p 51-106;  
Complete Seed Discussion Organizer [template on Blackboard/googledocs] | |

*Field Notes may be submitted in advance of the due dates; the due dates are guides for pacing of observation hours.*
<table>
<thead>
<tr>
<th>Class/Date</th>
<th>Topics</th>
<th>Hands-on Activities</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| Week 5: February 18/19 On-Line | • **Utilize class time to complete classroom observations.**  
• **Write Draft #1/Outline of Teaching Philosophy** | • Prezi  
• Genialy  
• PowerPoint  
• Powtoons  
• Any other presentation format  
• 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)  
• Submit Draft #1 of Teaching Philosophy  
• **Due February 24 at 11:59 pm** |
| Week 6: February 25/26 Face to Face | • **Fundamental 5 – 2nd Half/Focus Reading Review**  
• 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  
• Embedded Activities | • Submit Response to Observation Protocol/Field Notes for Observation #2 & 3*  
• Begin drafting Lesson Plan draft #1: Develop ‘Engage’ and ‘Explore’ components.  
• 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)  
• **Due March 3 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 7: March 4/5 Face to Face | • Introduction to Learning Centers  
• Integrating Vocabulary  
• Differentiation  
• English Learners  
• Special Needs Learners  
• Formative Assessment | • Entrance Ticket  
• Learning Center Artifacts  
• Embedded Activities | • Draft #2 of Lesson Plan:  
All 5 Components & addressing inquiry-based/active learning, vocabulary development, differentiation, ELs, Special Needs  
• Submit Response to Observation Protocol/Field Notes for Observation #4, #5 & #6*  
• Due March 10 at 11:59 pm |
| **Module 05: Active Learning Lesson**  
**Showcase: Educator's Integrated Lesson Plans** |                                                                 |                                          |                                                                                  |
| Week 8: March 11/12 Face to Face | • Rotation: Lesson Plan Peer Review (TTS)  
• Rotation: Peer Review of Teaching Philosophy | • Entrance Ticket  
• Peer Review Feedback | • Submit Final Lesson Plan Draft  
• Submit Response to Observation Protocol/Field Notes for Observation #7 & 8*  
• Arrange and Schedule Mini Teaching  
• Due March 24 at 11:59 pm |
| **Spring Break**  
**March 18-22, 2019** |                                                                 |                                          |                                                                                  |
| Week 9: March 25/26 Face to Face | • 4 scheduled students to teach their mini-lesson to the class  
• Complete 3 peer ratings of active learning lessons taught by fellow students | • Student Participant/Observer  
• Peer Feedback/ratings | • Prepare Mini-Lesson  
• Submit Final Lesson Plan and Materials used after teaching  
• Submit Teaching/Video Review Reflection after teaching  
• Due March 31 at 11:59 pm |
| Week 10: April 1/2 Face to Face | • 4 scheduled students to teach their mini-lesson to the class  
• Complete 3 peer ratings of active learning lessons taught by fellow students | • Student Participant/Observer  
• Peer Feedback/ratings | • Prepare Mini-Lesson  
• Submit Final Lesson Plan and Materials used after teaching  
• Submit Teaching/Video Review Reflection after teaching  
• Submit Response to Observation Protocol/Field Notes for Observation #9 & 10*  
• Due April 7 at 11:59 pm |

*Field Notes may be submitted in advance of the due dates; the due dates are guides for pacing of observation hours.
<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 11: April 8/9</td>
<td>● 4 scheduled students to teach their mini-lesson to the class</td>
<td>● Student Participant/Observer</td>
<td>● Prepare Mini-Lesson</td>
</tr>
<tr>
<td>Face to Face</td>
<td>● Complete 3 peer ratings of active learning lessons taught by fellow students</td>
<td>● Peer Feedback/ratings</td>
<td>● Submit Final Lesson Plan and Materials used after teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Submit Teaching/Video Review Reflection after teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Submit Response to Observation Protocol/Field Notes for Observation #11 &amp; 12*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Due April 14 at 11:59 pm</td>
</tr>
<tr>
<td>Week 12: April 15/16</td>
<td>● 4 scheduled students to teach their mini-lesson to the class</td>
<td>● Student Participant/Observer</td>
<td>● Prepare Mini-Lesson</td>
</tr>
<tr>
<td>Face to Face</td>
<td>● Complete 3 peer ratings of active learning lessons taught by fellow students</td>
<td>● Peer Feedback/ratings</td>
<td>● Submit Final Lesson Plan and Materials used after teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Submit Teaching/Video Review Reflection after teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Submit Final of Teaching Philosophy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Due April 21 at 11:59 PM</td>
</tr>
<tr>
<td>Week 13: April 22/23</td>
<td>● 4 scheduled students to teach their mini-lesson to the class</td>
<td>● Student Participant/Observer</td>
<td>● Prepare Mini-Lesson</td>
</tr>
<tr>
<td>Face to Face</td>
<td>● Complete 3 peer ratings of active learning lessons taught by fellow students</td>
<td>● Peer Feedback/ratings</td>
<td>● Submit Final Lesson Plan and Materials used after teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Submit Teaching/Video Review Reflection after teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Submit Response to Observation Protocol/Field Notes for Observation #13, #14, &amp; #15*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Due April 28 at 11:59 pm</td>
</tr>
<tr>
<td>Week 14: April 29/30</td>
<td>● 4 scheduled students to teach their mini-lesson to the class</td>
<td>● Student Participant/Observer</td>
<td>● Prepare Mini-Lesson</td>
</tr>
<tr>
<td>Face to Face</td>
<td>● Complete 3 peer ratings of active learning lessons taught by fellow students</td>
<td>● Peer Feedback/ratings</td>
<td>● Submit Final Lesson Plan and Materials used after teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Submit Teaching/Video Review Reflection after teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Due May 5 at 11:59 pm</td>
</tr>
<tr>
<td>Week 15: May 6/7</td>
<td>● 4 scheduled students to teach their mini-lesson to the class</td>
<td>● Student Participant/Observer</td>
<td>● Submit Final Lesson Plan and Materials used after teaching</td>
</tr>
<tr>
<td>Face to Face</td>
<td>● Complete 3 peer ratings of active learning lessons taught by fellow students</td>
<td>● Peer Feedback/ratings</td>
<td>● Submit Teaching/Video Review Reflection after teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Original Observation Hours Log</td>
<td>● Finalize observation Log &amp; Outstanding Response to Observation Protocol/field notes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due; turn in at the end of class</td>
<td>● Final Observation reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Due May 12 at 11:59 pm</td>
</tr>
</tbody>
</table>

*Field Notes may be submitted in advance of the due dates; the due dates are guides for pacing of observation hours.
Week 16:  
May 13/14  
On-Line

On-line (Blackboard) Summative Final Exam

- Complete Course Evaluation
- Extra Credit (2 points added to final grade): Course evaluation [send email to me (rllynch@utep.edu) stating you completed the survey].

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>Class/Date</th>
<th>Topics</th>
<th>Hands-on Activities</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 16: May 13/14</td>
<td>On-line (Blackboard) Summative Final Exam</td>
<td></td>
<td>Complete Course Evaluation</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>

Artifact I: Teaching Philosophy– 100 points

<table>
<thead>
<tr>
<th>Criteria/Standard</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Does Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of Reflection</td>
<td>Response demonstrates an in-depth reflection on, and personalization of the performance data, data analyses, concepts, and/or strategies presented in the lesson plans.</td>
<td>Response demonstrates a general reflection on, and personalization of the performance data, data analyses, concepts, and/or strategies presented in the lesson plans.</td>
<td>Response demonstrates a lack of reflection on, and personalization of the performance data, data analyses, and/or strategies presented in the lesson plans.</td>
</tr>
<tr>
<td>Viewpoints</td>
<td>Viewpoints &amp; interpretations are insightful &amp; well supported. Clear, detailed examples are provided as applicable.</td>
<td>Viewpoints &amp; interpretations are supported. Appropriate examples are provided as applicable.</td>
<td>Viewpoints &amp; interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable are not provided.</td>
</tr>
<tr>
<td>Evidence &amp; Practice</td>
<td>Essay shows strong evidence of synthesis of ideas presented and insights gained in this assignment. The implications of these insights for the respondent’s overall teaching practice are thoroughly detailed.</td>
<td>Essay shows evidence of synthesis of ideas presented and insights gained in this assignment. The implications of these insights for the respondent’s overall teaching practice are presented.</td>
<td>Essay shows no evidence of synthesis of ideas presented and insights gained in this assignment. No implications for the respondent’s overall teaching practice are presented.</td>
</tr>
<tr>
<td>Self-Evaluations</td>
<td>Self-evaluation shows personal development related to goals set for this assignment.</td>
<td>Self-evaluation shows assessment of progress connected to goals set for this assignment.</td>
<td>Self-assessment is generalized, superficial and not connected to the goals set for this assignment.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Writing is clear, concise &amp; well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent &amp; logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.</td>
<td>Writing is mostly clear, concise &amp; well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent &amp; logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.</td>
<td>Writing is unclear and disorganized. Thoughts ramble &amp; make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Artifact V &amp; VI: Active Learning Lesson Plan and Implementation - 100 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category</strong></td>
</tr>
<tr>
<td><strong>Structure (T-TESS Dimensions 1.1, 1.3, 1.4)</strong></td>
</tr>
<tr>
<td><strong>Content (T-TESS Dimension 2.1)</strong></td>
</tr>
<tr>
<td><strong>Lesson Delivery (T-TESS Dimensions 2.3, 2.4)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Artifact A: Field-based Assignment: Response to Observation Protocol/ Field Notes - 10 points each possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CATEGORY</strong></td>
</tr>
<tr>
<td>Observational Tool</td>
</tr>
<tr>
<td>Connection to</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Standard</th>
<th>a thorough understanding of the standard as there is a clear and well-documented connection based on the classroom observation.</th>
<th>standard is present; however, the lack of clarity and detail does not fully demonstrate thorough understanding.</th>
<th>standard is weak and not well aligned with classroom observation.</th>
<th>standard is missing or the connection is not substantiated.</th>
</tr>
</thead>
<tbody>
<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 does not fully inform the standard and is not 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.</td>
<td>Very few grammatical, spelling or punctuation errors are present. All sources (information and graphics) are accurately documented.</td>
<td>Several grammatical, spelling, or punctuation errors are present. All sources (information and graphics) are accurately documented.</td>
<td>Ideas are distracted by too many grammatical, spelling or punctuation errors. Some sources are documented or are missing altogether.</td>
</tr>
</tbody>
</table>

### Artifact B: Lesson Plan Drafts - 15 points possible each draft

<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><strong>Points</strong></td>
<td>5-4</td>
<td>3-2</td>
<td>1-0</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>

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*Field Notes may be submitted in advance of the due dates; the due dates are guides for pacing of observation hours.*
| Artifact (Embedded in Multiple Assignments): FINAL OBSERVATION REFLECTIVE ESSAY RUBRIC: FIELD-BASED ASSIGNMENT - 50 points |
|---|---|---|
| 1. Depth of Reflection | Exceeds Standard 50-36 | Meets Standard 35-16 | Does Not Meet Standard 15-0 |
| | Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented | Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented | Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented |
| 2. Viewpoints | Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable. | Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable | Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided. |
| 3. Evidence and Practice | Essay shows strong evidence of synthesis of ideas presented and insights gained throughout the assignment placement. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable. | Essay shows evidence of synthesis of ideas presented and insights gained throughout the assignment placement. The implications of these insights for the respondent's overall teaching practice are presented, as applicable. | Essay shows no evidence of synthesis of ideas presented and insights gained throughout the assignment placement. No implications for the respondent's overall teaching practice are presented, as applicable. |
| 5. Mechanics | Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing. | Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing. | Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response. |
| Artifact (Embedded in Multiple Assignments): Short Reflections - up to 30 points |
|---------------------------------|-------------------|-------------------|-------------------|
| Category | Exceeds Standard | Meets Standard | Does Not Meet Standard |
| Points | 20-15 | 14-7 | 6-0 |
| Prompt(s) are addressed | 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. | 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. | Does not adequately address the question or prompt, and shows limited thoughtfulness. |
| Shows consideration of the topic(s) | Follows APA format | | Does not follow APA format. |
| Mechanics | | | |

| Class Attendance and Participation – 30 points |
|---------------------------------|-------------------|-------------------|-------------------|
| Component | Target 10 - 9 | Acceptable 8 - 7 | Fair 6 - 5 | Poor < 5 |
| Attendance | Student was present for every class | Student was absent for 1 class but provided instructor with a reasonable excuse. | Student was absent for 2 classes but provided instructor with reasonable excuses. | Student was absent for more than 2 classes and/or did not provide instructor with reasonable excuses. |
| Punctuality | Student was always on time for class and often arrived early. | Student was usually on time or early for class (was tardy to class only 1 or 2 times). | Student was sometimes on time (was tardy to class 3 times), but rarely arrived early. | Student was rarely on time or early (was tardy to class 4 or more times). |
| Level of Engagement and Behavior | Student brought original thought and perspective to class discussions. Student was fully engaged and actively involved during every class. They also worked cooperatively and well with all of their peers. | Student often participated freely in class, asked questions, and participated in discussions/work with peers cooperatively. | Student sometimes participated in class without being prompted but was reluctant to join in discussions/work with peers. | Student rarely participated in class discussions or asked questions. Interaction with peers was minimal. |
| Preparation | Student is always prepared for class with completed assignments and necessary materials. Student has also sought additional help between classes if necessary. | Student is usually prepared for class with completed assignments and necessary materials. | Student is sometimes prepared with most of the assignment completed and with the required materials. | Student is usually unprepared for class. Assignments/quizzes are not fully completed and/or they do not have other required materials. |

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