



“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.” -- William Arthur Ward, writer

<p>Title of Course: SCED 3312 CRN12116 General Methods in Secondary School</p>	<p>Credits: 3 <u>Note:</u> 10 hours of Field Observations are required as part of this course. You will complete your observation hours in-person on selected campuses.</p>
<p>Semester: Fall 2021</p>	<p>Instructor Information: Name: Ruby Lynch-Arroyo, PhD Virtual Office hours: <u>By appointment (with 48 hours’ notice)</u> Virtual on Blackboard Zoom Wednesdays 4:30pm – 5:30 pm and Wednesdays 8:00 pm – 9:00 pm</p>
<p>Day/Time: Synchronous Online Wednesdays 5:30 pm – 8:20 pm Zoom</p>	

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

Course Format Information: This course will be conducted in a **synchronous online** format. All coursework and resources will be in **Blackboard** and will run on a Monday to Sunday schedule. There will be **an occasional asynchronous online class** that will meet (See Course Schedule). The standard recommendation across the board by American universities is to plan for approximately three hours of study time for every one credit hour taken. Therefore, for this course, you can expect each week to spend 3 hours of class time (on in-person days) + 9 hours of study and prep time, which equals approximately 12 hours per week devoted to this course. Please read the syllabus and information in the course site VERY carefully, understand what you need to do and when you need to do it, and then plan course work time in your week accordingly. If at any time you do not understand what to do or when to do it, you should contact Dr. Lynch-Arroyo (rllynch@utep.edu).



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

Student Learning Outcomes:

TEXAS TEACHING STANDARDS [SBEC] SCED 3312 students will be able to:	Assessment of SBEC Learning Outcomes
Instructional Planning and Delivery	
Develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes	Unit Plan Lesson Plan Final Project
Effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement	Standards Breakdown and Concept Mapping Unit Plan Lesson Plan Final Project
Connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities	Unit Plan Lesson Plan Final Project
Plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn	Unit Plan Lesson Plan Final Project
Use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students	Unit Plan Lesson Plan Final Project
Differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education	Unit Plan Lesson Plan Final Project
Ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction	Unit Plan Lesson Plan Final Project
Set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems	Unit Plan Lesson Plan Final Project
Provide opportunities for students to engage in individual and collaborative critical thinking and problem solving	Unit Plan Lesson Plan Final Project
Monitor and assess students' progress to ensure that their lessons meet students' needs	Unit Plan Lesson Plan Final Project
Knowledge of Students and Student Learning	
Connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts	Unit Plan Lesson Plan Final Project
Understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to	Unit Plan Lesson Plan Final Project



effectively address these needs through instructional strategies and resource	
Understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible, and instruction is fully accessible	Unit Plan Lesson Plan Final Project
Understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.	Unit Plan Lesson Plan Final Project
Content Knowledge and Expertise	
Organize curriculum to facilitate student understanding of the subject matter	Unit Plan Lesson Plan Final Project
Understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions	Unit Plan Lesson Plan Final Project
Promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners	Unit Plan Lesson Plan Final Project
Teach both the key content knowledge and the key skills of the discipline	Standards Breakdown and Concept Mapping Unit Plan Lesson Plan Final Project
Data Driven Practices	
Gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning	Development of Formative, Summative and Prior Knowledge Assessments
Analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning	Development of Formative, Summative and Prior Knowledge Assessments
Design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes	Development of Formative, Summative and Prior Knowledge Assessments
Professional Practices and Responsibilities	
Adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s)	Field Observations and Reflection
Communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff	Always...in and outside of class, during Field Observations and in all electronic communications to include email, text, and discussion boards.

There will be weekly activities and assignments in addition to the major signature assignments listed above to support the acquisition, application and assessment of essential content and skills throughout the course. This coursework **may or may not be** included in the general syllabus. It is imperative that you maintain and **active presence in Blackboard each week** so that you are aware of and are able to complete all necessary course requirements.



Required Textbook

Burgess, D. (2012). *Teach Like a PIRATE: Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator*
ISBN-13: 978-0988217607 ISBN-10: 0988217600

Recommended Texts

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

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

Cain, S. & Laird, M. (2011). *The Fundamental 5: The Formula for Quality Instruction*.
Paperback ISBN: 1456491032 ISBN-13: 9781456491031

Jackson, R. R. (2009). *Never work harder than your students and other principles of great teaching*.
Alexandria, VA: ASCD. ISBN- 978-1-4166-0757

Additional Required Readings/Resources

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

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

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

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

UTEP Learning Resources:

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

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

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

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.

Students with Disabilities Statement: If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with CASS 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 CASS. You may call 915-747-5148 for general information about the Americans with Disabilities Act (ADA).

COVID-19 Precautions: If you feel sick, **stay home**. UTEP will no longer require people to use the screening tool at screening.utep.edu before coming to campus. Please, if you haven't been vaccinated yet and you are able to be vaccinated, get vaccinated. While you are not required, you are encouraged to wear face masks on campus and when in class whether fully vaccinated or not. Classrooms are no longer required to provide social distancing, but you are welcome to move the desks in Room 405 for your comfort if needed. COVID-19 testing will be available for all currently enrolled students beginning July 1 at no cost in the UTEP Student Health and Wellness Center located in Union Building East, first floor. No appointment is necessary, although preregistration online is required. Students can be tested even if they are not experiencing symptoms. More information, hours of operation and a link to preregister are available here: covid.utep.edu. Learn where you can get a free COVID-19 vaccination in El Paso here: www.epcovidvaccine.com

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

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

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

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

On the weeks when we will not meet synchronously, logging on to our online course site is the equivalent of walking on to the UTEP campus. Therefore, the rules of conduct that apply on campus also apply in our course site. Our course site is a place to engage in social learning; it is meant to be a safe space for all. Our ideas and beliefs shape who we are and will differ from our peers; sharing these within class



allows us to learn different perspectives and points of view, but this can only happen successfully if everyone in our learning community is respectful of individual ideas. You are encouraged to fully participate in all activities possible, with an open mind to new experiences. In particular, the following are general guidelines for online interactions:

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

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

Missing two weeks of synchronous learning, online discussions and/or failure to turn in three assignments will result in your automatically failing this course, regardless of current grade. I will email you prior to dropping you from the course. If I do not receive a response within 2



days, I will assume you are not interested in continuing in the course and will submit a course drop at that time.

Note: Exceptions may be made in the case of *extreme emergency* with supporting documentation. I will not accept ANY late coursework after one week from the originally scheduled due date during the semester or after the last scheduled coursework due date at the end of the semester. If you anticipate your assignment will be late due to unusual circumstances, please contact me and explain your situation **prior to the due date** of the assignment. Without prior notice, late assignments will NOT receive any credit.

If BlackBoard is down and you cannot get into our course site to post work by the required due date: ALL coursework should be posted in our online course site. Browsers that work best with Blackboard are google chrome and Mozilla Firefox (not internet explorer or safari). Do not wait until the last minute for posting your work – the system is notorious for going down at peak usage times.

4. Your work is expected to be your own.

Everything you turn in for this course must be your own work. Any student caught engaging in instances of cheating, plagiarism or any other form of academic misconduct will be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from UTEP for such actions. It's serious! Don't do it. This includes reusing work you have previously submitted in another course!

5. You are expected to contact me for help if needed throughout the semester.

I am available to meet during office hours by appointment. You can email me (rllynch@utep.edu) for a quick response or email me to set up a phone or Zoom meeting during this time. Please include your first and last name and the title and CRN of the course you are taking with me in the subject of your message. (Ex: *SCED 3312, Juan de Oñate*) You can expect a response from me with 24-48 hours (usually sooner) for any email communication you send.

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

Evaluation & Coursework Requirements of Students

Coursework Requirements

Final Project/Website	50%
Field Observation Reflection and Log	10%
Weekly Work	40%

Total	100%

How Grades are Determined

Grade	Earned Averaged <u>Points</u>
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

Note: 2 weeks of inactivity online or 3 missed assignments constitutes an automatic failing grade for the course.



Grading:

PLEASE read and respond to the feedback I provide when appropriate! If you are asked to make revisions...do it. If you have questions or need clarification about the feedback...ask!

Grades given on drafts (and all assignments) should serve as a *communication* between you and I about where you are in your learning based on the expectations as dictated by the rubric (which should come from the learning standards for your course). Final grades should only reflect your final understandings and skills, not the practicing and learning that happened along the way. I hope this is something you consider when determining your own grading policies.

In the course calendar/schedule, you will find: the topic(s) and objectives for the week, the required reading (from the textbook and via embedded links to download/access articles/videos), a summary of what tasks are due (and when) that week.

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

Collaboration:

You will be expected to collaborate on a number of tasks and signature assignments as part of this course. **You will be expected to teach your own students the critical skill of effective collaboration and so use this as an opportunity to begin developing your own ideas about how to teach and engage in effective collaboration!** It is critical that you exchange contact information, best times to be reached, plan for meeting regularly and stay in communication with your group members throughout the assigned task. Your group members do not have time to wait until the last minute for you to contribute your portion of the work. If you are having difficulties working with anyone in your group, please email me as soon as possible so that I might mediate the situation. If you are found to be a negligent group member your grade for the final work submitted will be negatively impacted according to the severity of the negligence or unwillingness to collaborate effectively. I strongly suggest you keep accurate records of any communications or work sessions you and your group members have over the course of the semester in the case that collaboration and individual contributions need to be verified for any reason. **I want to stress again...you will need to learn to manage collaboration in your own classrooms so start now, if you have not already, understanding how to best collaborate yourself and reflect on what works and does not work when working in groups. Whether it is your preferred method of working, your students are depending on you to teach them how to collaborate effectively to prepare them for the real-world.**

Signature Assignments for SCED 3312

Final Project/Video-Website (50%)

Based on the foundations of Project-Based Learning, the 5-E Model of Lesson Planning and Unit Planning, you will be developing and creating a Unit Lesson Plan/Website-WebQuest for Texas Essential Knowledge and Skills - **TEKS (content area)** utilizing the pedagogical approach of three (3) learning centers/stations



integrating hands-on student experiences. You will videotape a ‘tour’ for each center/station demonstrating what students would do in each center/station (as if you were the student or with volunteers/fellow classmates). Each center/station should take no longer than ten (10) minutes for students to complete the activity. Centers/stations are prepared for face-to-face instructions, yet easily adaptable to online learning as a ‘WebQuest’ project utilizing a website you will create. Each center/activity are all integrated within the concepts of the chosen standard.

Your website (WebQuest/Final Project) must include the following:

1. Unit Lesson Plan (20% of final project grade)
2. Station Lesson Plans (15% of final project grade)
3. Stated Objective(s) (5% of final project grade)
4. Resource materials: handouts, links, list of materials, video etc. for each center/station (15% of final project grade)
5. Video demonstrations/directions of/for each station (student-user friendly) (20% of final project grade)
6. Visually engaging website with Teaching Philosophy and graphics, etc. (15% of final project grade)
7. Forms of formative and summative evaluation for each center/station (10% of final project grade)

You may use *any* free website building platform including (but not limited to) Wix, Weebly, Google, WordPress, Webs.com, Websitebuilder.com, or any other that you are comfortable with using. If you already have an established website, you may add a tab for SCED3312 (easy to navigate to). Final Project/Website-WebQuest link will be **due on or before December 8th**.

Teaching Philosophy & Reflection (part of final project)

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

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

Standards Breakdown with Leveled-Questions (10 points)

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



Unit Plan (part of Final Project)

Students develop a Unit Plan using the Understanding by Design unit planning template, which will include a well-developed and logically sequenced series of potential learning center lesson topics and activities. The unit plan will also ask students to develop Essential Questions and describe the enduring understandings for the unit.

Learning Centers Plans (Part of Final Project)

Individual students will create and submit three (3) learning centers lesson plans based on a lesson within the unit plan developed as a PLC. A 5-E lesson planning template will be required for these lesson plans and will ask students to address the learning objectives, planning to support varied student learning needs, knowledge of students, materials, resources, instructional strategies, procedures, academic language, and assessment of the center lesson. **Alignment** of the standards to the learning objective, procedures, and assessment will be the primary focus for this assignment. *It is the expectation that students are bringing to this planning a strong foundation in the content and skills of their discipline.*

Field Observations and Reflection (10%)

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

Course Requirements:

- You will submit a **comprehensive reflection** based on your observations will be submitted on or before the last day of class both in Blackboard and uploaded to the [Educator Preparation Online Portal](#).
 - Please refer to Blackboard for specific details about the completion of this reflection. In the reflection you will be asked to reflect on the following topics based on your 10 hours of field observations.
 - Learning Environment (MAT 3.1, 3.2, 3.3)
 - Differentiation (MAT 1.2, 1.3, 1.4, 2.4)
 - Collaboration (MAT 1.4, 2.3, 2.4, 3.1, 3.3)
 - Use of Questioning (MAT 1.4, 2.3, 2.4, 2.5)
 - Assessment (MAT 1.1, 1.2, 2.1, 2.4, 2.5)
- You will need to complete an **observation log** in the [Educator Preparation Online Portal](#) to receive credit for completing your field observations for this course.



SCED 3312 Fall 2021 Calendar



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

Week	F2F or Online	Topics	Assignments and Due Dates
Week 1 August 25 th 6:30 pm	 F2F	The "Passion" of Teaching 3 Types of Passion Instructor Introduction Review Syllabus and Textbooks Social Context of Teaching: Identity and Intersectionality	<u>Due August 31st, 11:59 pm</u> <ul style="list-style-type: none"> Submit Introductory Video on Blackboard Discussion (Rubric Provided) <i>(Graded)</i> Read in textbook: Introduction, Part I – Passion, Immersion, and Rapport (pages xi-xiv and pages 3-32)
Week 2 September 1 st 5:30 pm	 F2F	The "Passion" of Teaching Immersion and Rapport in Teaching Teaching Philosophy Self-Reflection Background Knowledge – Fish is Fish Equity and Equality	<u>Due September 7th, 11:59 pm</u> <ul style="list-style-type: none"> Submit on Blackboard draft of Teaching Philosophy (Rubric Provided) <i>(Graded)</i> Read in Textbook, Part I – Ask and Analyze, Transformation and Enthusiasm (pages 33- 71)
Week 3 September 8 th 5:30 pm	 F2F	Light Your Teaching Fire Analysis, Transformation & Enthusiasm Introduction to TEKS/Standards Backwards Design TPaCK Tools, Tasks & Strategies (TTS)	<u>Due September 14th, 11:59 pm</u> <ul style="list-style-type: none"> Submit Final Project Standards Breakdown Draft #1 (sample provided) <i>(Graded)</i> Read in Textbook, Part II – The Third Circle, Hooks (pages 73- 85)
Week 4 September 15 th	 Online	Engaging Lessons/Active Learning Lesson Planning I Do, We Do, You Do Understandings Essential Questions Misconceptions and Effective Questioning	<u>Due September 21st, 11:59 pm</u> <ul style="list-style-type: none"> View Instructor Video Lesson Presentation Submit Standards Breakdown Final <i>(Graded)</i> Submit Draft Essential Questions for Final Project (reviewed in class) <i>(Graded)</i> Read in Textbook, Part II – Hooks (pages 87-115)
Week 5 September 22 nd 5:30 pm	 F2F	Engaging Lessons/Active Learning Justification, Providing Multiple Opportunities for Success, Integrating Hands-On, Cooperative/Collaborative/Inquiry-Based/Project-Problem-Based Learning, Blooms Revised Taxonomy, Student Choice Performance Tasks	<u>Due September 28th, 11:59 pm</u> <ul style="list-style-type: none"> Submit Draft Engage (Hooks) and Explore Components for Centers (including TTS) <i>(Graded)</i> Read in Textbook, Part II – Hooks (pages 117 – 141)
Week 6 September 29 th 5:30 pm	 F2F	Engaging Lessons/Active Learning Evidence of Learning Effective Feedback	<u>Due October 5th, 11:59 pm</u> <ul style="list-style-type: none"> Submit Response to Student Questions "Why do I need to learn this? When will I ever use this?" as connected to your final project lesson content. <i>(Graded)</i>



		<p>Assessment: Formative & Summative; Prior Knowledge "Sticky Learning" Cross-Curricular/Real-World Connections</p>	<ul style="list-style-type: none"> Identify Prior Knowledge Survey Assessment (pre-test) for your final project (Graded) Read in Textbook, Part III – Building a Better Pirate (pages 143- 176)
<p>Week 7 October 6th 5:30 pm</p>	 F2F	<p>Ready to Sail? The Design Process Unit Planning Alignment The Design Process Safe and Success Oriented Classrooms</p>	<p>Due October 12th, 11:59 pm</p> <ul style="list-style-type: none"> Revisit your Teaching Philosophy and make revisions – Does it reflect your teaching persona? Are you passionate? Submit 3-2-1 Exit Ticket – “Are you ready to sail, Matey?” (Graded) Begin Field Observations
<p>Week 8 October 13th 5:30 pm</p>	 F2F	<p>Ready to Sail? Lesson Planning Model Project-based learning Active Learning with centers/stations Importance of Closure Student Engagement vs Classroom Management</p>	<p>Due October 19th, 11:59 pm</p> <ul style="list-style-type: none"> Submit K-W-L about the pedagogical approach of learning centers/stations (Graded) Continue Field Observations
<p>Week 9 October 20th</p>	 Online	<p>Ready to Sail? Differentiation Memorization vs. Understanding Academic Vocabulary Building</p>	<p>Due October 26th, 11:59 pm</p> <ul style="list-style-type: none"> View Instructor Video Lesson Presentation Develop and Submit tools and strategies for Academic Vocabulary (for final project lessons/objectives) Building (Graded) Continue Field Observations
<p>Week 10 October 27th 5:30 pm</p>	 F2F	<p>Time to Disembark Think Outside the Box! WebQuest, Final Exam Project/Video/Website Review</p>	<p>Due November 2nd, 11:59 pm</p> <ul style="list-style-type: none"> Develop and Submit tools and strategies for formative assessment (for final project lessons/objectives) (Graded) Continue Field Observations
<p>Week 11 November 3rd 5:30 pm</p>	 Online	<p>Time to Disembark Think Outside the Box! Final Project/Video/Website Work</p>	<p>Due November 9th, 11:59 pm</p> <p>Online Assignments:</p> <ul style="list-style-type: none"> Submit website link (Graded) Continue Field Observations
<p>Week 12 November 10th</p>	 Online	<p>Time to Disembark Think Outside the Box! Final Project/Video/Website Work</p>	<p>Due November 16th, 11:59 pm</p> <p>Online Assignments:</p> <ul style="list-style-type: none"> Post on Website Unit Plan (Graded) Continue Field Observations
<p>Week 13 November 17th</p>	 Online	<p>Time to Disembark Think Outside the Box! Final Project/Video/Website Work</p>	<p>Due November 30th, 11:59 pm</p> <p>Online Assignments:</p> <ul style="list-style-type: none"> Post on Website Center/Station Lesson Plans (Graded). Finish Field Observations
<p>Week 14 November 24th</p>	No class	Enjoy Thanksgiving!	



<p>Week 15 December 1st</p>	 Online	<p>Time to Disembark Think Outside the Box! Final Project/Video/Website Work</p>	<p>Due December 8th, 11:59 pm Online Assignments:</p> <ul style="list-style-type: none"> • Post on Website materials & Video for Stations #1 - 3 (Graded) • Submit Observation Log • Submit Field Observation Reflection (Graded)
<p>Week 16 December 8th</p>	 Online	<p>Teaching Like a Pirate! Final Project/Video/Website Finalization</p>	<p>Due December 8th, 11:59 pm Online Assignments:</p> <ul style="list-style-type: none"> • Final Project/Video/Website Work Finalized (Graded)

Final Word: I reserve the right to adjust the course syllabus or change assignments as needed.

Rubrics

Introductory Video Description/Grading Rubric (25 points)

Introductions: *Initial perceptions about students are frequently not accurate based on assumptions we make from available information before we get to know our students. This introductory activity exemplifies how making assumptions can lead to misinformation and inaccurate judgements.*

- (1) Prepare a 2-3-minute video introducing yourself. In the video include 3 things about yourself - 2 that are true and 1 thing that is false. Do not state what is true and what is false.
- (2) Post link to the video/or the video on Blackboard
- (3) Review your classmates' videos and post which thing you thought was a lie about them.
- (4) Respond to answers given by your classmates with the correct answer. Think about how many inaccurate assumptions were made! Ponder: How can we avoid making assumptions and stereotyping students before we get to really know them?

Final Project/Video-Website Description/Grading Rubric (50% of final grade)

Based on the foundations of Project-Based Learning, the 5-E Model of Lesson Planning and Unit Planning, you will be developing and creating a Unit Lesson Plan/Website-WebQuest for Texas Essential Knowledge & Skills or TEKS (student content area) utilizing the pedagogical approach of three (3) learning centers/stations integrating hands-on student experiences. You will videotape a 'tour' for each center/station demonstrating what students would do in each center/station (as if you were the student or with volunteers/fellow classmates). Each center/station should take no longer than ten (10) minutes for students to complete the activity. Centers/stations are prepared for face-to-face instructions, yet easily adaptable to online learning as a 'WebQuest' project utilizing a website you will create. Each center/activity are all integrated within the concepts of the chosen standard.

Your website (WebQuest Project) must include the following:

1. Unit Lesson Plan (20% of final project grade)
2. Station Lesson Plans (15% of final project grade)
3. Stated Objective(s) (5% of final project grade)
4. Resource materials: handouts, links, list of materials, video etc. for each center/station (15% of final project grade)
5. Video demonstrations/directions of/for each station (student-user friendly) (20% of final project grade)
6. Visually engaging website with graphics, etc. (15% of final project grade)
7. Forms of formative and summative evaluation for each center/station (10% of final project grade)



You may use *any* free website building platform including (but not limited to) Wix, Weebly, Google, WordPress, Webs.com, Websitebuilder.com, or any other that you are comfortable with using. Final Project/Website-WebQuest link will be **due on or before December 9th**.

Teaching Philosophy & Reflection (part of final project)

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

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

Standards Breakdown with Leveled-Questions (10 points)

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

Unit Plan (part of Final Project)

Students develop a Unit Plan using the Understanding by Design unit planning template (posted on Blackboard), which will include a well-developed and logically sequenced series of potential learning center lesson topics and activities. The unit plan will also ask students to develop Essential Questions and describe the enduring understandings for the unit.

Learning Centers Plans (Part of Final Project)

Individual students will create and submit three (3) learning centers lesson plans based on a lesson within the unit plan developed as a PLC. A 5-E lesson planning template (posted on Blackboard) will be required for these lesson plans and will ask students to address the learning objectives, planning to support varied student learning needs, knowledge of students, materials, resources, instructional strategies, procedures, academic language, and assessment of the center lesson. **Alignment** of the standards to the learning objective, procedures, and assessment will be the primary focus for this assignment. *It is the expectation that students are bringing to this planning a strong foundation in the content and skills of their discipline.*

Field Observations and Reflection (10%)

Students will complete a minimum of 10 hours of field observations during this course. At least 5 hours of observations must be conducted in classrooms in your intended area of certification. Observations and the



subsequent reflection are expected to inform your teaching philosophy and support you in making connections between theory and practice when planning curriculum to maximize student learning.

Course Requirements:

- You will submit a comprehensive reflection based on your observations will be submitted on or before the last day of class both in Blackboard and uploaded to the [Educator Preparation Online Portal](#).
 - Please refer to Blackboard for specific details about the completion of this reflection. In the reflection you will be asked to reflect on the following topics based on your 10 hours of field observations.
 - Learning Environment (MAT 3.1, 3.2, 3.3)
 - Differentiation (MAT 1.2, 1.3, 1.4, 2.4)
 - Collaboration (MAT 1.4, 2.3, 2.4, 3.1, 3.3)
 - Use of Questioning (MAT 1.4, 2.3, 2.4, 2.5)
 - Assessment (MAT 1.1, 1.2, 2.1, 2.4, 2.5)
- You will need to complete an **observation log** in the [Educator Preparation Online Portal](#) to receive credit for completing your field observations for this course.