“A good teacher, like a good entertainer, first must hold his audience’s attention. Then he can teach his lesson.”

– Hendrik John Clarke

SCED 3312 [Hybrid]: CRN 12698
GENERAL METHODS IN THE SECONDARY SCHOOL
Fall 2017

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

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

Instructor Contact Information: Ruby Lynch-Arroyo, PhD
Office: College of Education 803
Phone: (915) 747-5426 (o); 915-588-9226 (c)
E-mail: rlynch@utep.edu
Office Hours: Mondays, 10:00 am – Noon; Wednesdays, 3:00 pm – 4:00 pm; Thursdays, 1:00 pm – 3:00 pm; online office hours by email Mondays, Tuesdays, Wednesdays from 6:30 – 8:30 pm; or by appointment.
Meeting Times and Location: SCED 3312-003 12698 – Class 12:30 pm-3:20 pm EDUC 313

EQUAL EDUCATIONAL OPPORTUNITY

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

Optional Texts:
ISBN 978-0-07-802432-0 MHID 0-07-802432-3

Paperback ISBN: 978-1-4166-1130-1 ASCD product#110016


Additional materials/resources we will be using:

Some required readings will be scanned and placed on blackboard or you will be provided with appropriate web links:
Texas Essential Knowledge and Skills (TEKS) for all content areas and grade levels.
http://ritter.tea.state.tx.us/rules/tac/chapter111/index.html

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

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

Course Philosophy and Description:

"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires."

-- William Arthur Ward, writer

The focus of the course is on preparing teacher education candidates to teach in the middle and high schools. This course discusses the selection, organization, planning, and use of materials and instructional methods that are common to all subject areas in the secondary school. General Instructional Methods is designed to provide students with an opportunity to study, become knowledgeable about, and develop skills in instructional methods while applying and practicing these methods in a collaborative and constructive setting. Major topics include: characteristics of effective teaching, student diversity, planning for instruction, classroom management, assessment of student learning, classroom discussion, professional development, and creating effective lessons using a variety of approaches and technologies necessary for effective teaching. Emphasis is on planning and methodology to meet individual student needs including students of special populations.

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

A. An appreciation of the discipline itself;
B. An understanding of how students learn and construct ideas;
C. An ability to design and select challenging tasks, create problem-solving environments;

D. The ability to integrate appropriate, meaningful assessment within the teaching process.

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

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

**Course Goals and Objectives:**

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

All pre-service teachers will become more effective in the following areas by:

- Writing and analyzing lesson plans that support the learning cycle
- Unpacking State standards for specific content areas and developing practical and engaging use of TEKS
• Demonstrating use of instructional technology within lesson plan development and mini-teaching experience

• Demonstrating understanding of critical reading of texts and web sites through writing and discussion

• Demonstrating reflection about teaching and learning through writing and discussion.

• Writing and discussion to demonstrate an informed perspective about curriculum and related educational issues

• Addressing the domain and competencies that will prepare you for TeXes

Course Structure:

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

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

Materials:

Bring Your Own *electronic* Device [BYOD - if available].
Course Requirements and Assignments:

1. Field Experience is required: RtOP/Field Notes Responses (100 points/10 points per response)

   To help you synthesize your observations during the semester you will be required to submit 10 “Response to Observation/Practice” (RtOP) /Field Notes reflections. A calendar window will be provided to guide your observations as well as Course Calendar identifying when to submit your RtOP/Field Notes reflections. The RtOP/Field Notes rubric will be used to evaluate your reflections.

   This course requires 10 hours of observation in a public or private school setting in your content area, for grades 7-12 [Core Content 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.

Final Reflection Paper (20 points)

   A final reflection paper synthesizing your observational experiences, based on your field notes, will be required and submitted at the completion of the 10 hours of observation. Guidelines are included in the rubric.

2. Lesson Plans and Lesson Presentations (approximately 90 points)

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

   In the 30-minute lessons students will demonstrate their understanding of effective curricular decisions, sound pedagogical techniques and student-centered educational philosophies. Mini-teaching will be achieved using a co-teaching model of students within the same content area and in groups of no more than 3 students. Each student will be responsible for assigned elements of the lesson plan/teaching and will be graded as individuals based on their contribution to the teaching.
3. Written Reflection Papers, Homework Assignments, Activities, Presentations (approximately 100 points/varied point assignments)

Over the course of the semester, you will be asked to synthesize what you are reading and integrate it with the activities you are doing in class. At certain points during the semester you will be asked to prepare a 2-3 full page typed reflection on a topic connected to secondary teaching and learning. APA format, 12-point font, New Times Roman, Double Spaced, 1 page, save as .pdf.

4. Final Project: Website/E-Portfolio (approximately 100 points)

Each student will be asked to create a personal website as an e-portfolio throughout the semester. This portfolio should emphasize your skills and talents teaching secondary curriculum, reflective of your teaching philosophy and pedagogical approaches representative of the course concepts presented. Guidelines and Grading Rubric for the website/e-portfolio are included in the syllabus.

General Classroom Business

1. In the unavoidable event that you must miss a class, you must contact the instructor before the beginning of class. E-mail or text will be the best option for this.

If you will be missing or miss a class, immediately contact a classmate to find out what you missed. Excused and unexcused absences will both result in deduction of your per class points. We will begin on time. Being tardy disrupts the flow of the class. Two tardies will equal one absence. **Student may be dropped for lack of attendance. If you miss two-weeks of class, contact your instructor(s) immediately.**

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

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

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

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

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

**Extra Credit:**

You will have opportunities to receive extra credit as suggested or approved by the Instructor. For example, you may be invited to participate in service learning, tutoring, participate in College of Education focus groups, surveys, conferences, volunteer as science fair judge, etc. Bonus points will be given for attendance at an education conference, upon completion and submission of the required document, which will be made available upon approval of the conference. Extra credit opportunities will also be posted as an announcement on Blackboard.
Guiding Principles for this Course: TEXES Domains

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

TExES Secondary and All Levels Professional Responsibility Standards:

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

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

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

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

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

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

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

Domain III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
**SCED3312**
**Fall 2017**

**TEACHER EDUCATION DEPARTMENT**
**COLLEGE OF EDUCATION**
**UNIVERSITY OF TEXAS AT EL PASO**

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

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

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

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

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

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

**Student Learning Outcomes:**

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


**Table1. Student learning outcomes and assessment**

<table>
<thead>
<tr>
<th>Learning Objectives for SCED 3312</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The secondary education pre-service teacher will examine the role of lesson plan writing using the 5E model and the use of TEKS and ELPS.</td>
<td>TEKS exploration tool, 5E model written and oral presentations, lesson plan &amp; analysis, website/e-portfolio entries, learning center development.</td>
</tr>
<tr>
<td>Utilize classroom management interventions and strategies for the classroom.</td>
<td>TEKS exploration tool, lesson plan &amp; analysis, Podcasts, iMovies, online resources, writing exercises, Website/e-portfolio entries, poster session, learning center development, Mini Teaching Exercise</td>
</tr>
<tr>
<td>Activity</td>
<td>Relevant Tools/Activities</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Complete Lesson Plans for instruction in the middle and high school classroom.</td>
<td>TEKS exploration tool, Tools, Tasks and Strategies, 5-E Lesson Planning Model, RtOP/Field Notes reflections, lesson plan &amp; analysis, learning center development, website/e-portfolio entries</td>
</tr>
<tr>
<td>Learn the use Inquiry-based Instruction, Project/Problem Based-Learning, Differentiation of Instruction, and Collaborative/Cooperative Learning.</td>
<td>Journal/Article reflections, lesson planning, Interactive Student Observation tools with reflection RtOP /Field Notes reflections, website/e-portfolio entries, oral presentation of experiences, group projects and activities.</td>
</tr>
<tr>
<td>Articulate ways to use effective practices for secondary school methods.</td>
<td>RtOP/Field Notes reflections, All written reflections and assignments will be assessed by attached rubrics. Website/e-portfolio entries.</td>
</tr>
<tr>
<td>Experience a variety of teaching methods to employ in the secondary classroom.</td>
<td>RtOP/Field Notes reflections. Entrance/Exit Tickets, website/e-portfolio entries, Written Reflections, Mini-Teaching Experience, learning center development</td>
</tr>
<tr>
<td>Use tools, tasks, and strategies designed to meet the needs of diverse learners.</td>
<td>RtOP/Field Notes reflections. Entrance/Exit Tickets, website/e-portfolio entries, Written Reflections, Mini-Teaching Experience, Learning Center Development</td>
</tr>
<tr>
<td>Educatively Assess: Learn how to Assess and evaluate student learning in the secondary classroom.</td>
<td>RtOP/Field Notes, Readings/Reflections, Data Analysis Activities, Mini-Teaching Experience, Learning Center Development</td>
</tr>
<tr>
<td>Articulate effective practices and trends for secondary curriculum development.</td>
<td>Readings/Reflections, Mini-Teaching Experiences, RtOPs/Field Notes, TEKS exploration tool, 5E model written and oral presentations, lesson plan &amp; analysis, website/e-portfolio entries, learning center development</td>
</tr>
<tr>
<td>Conduct curriculum planning, organization and implementation.</td>
<td>Mini-Teaching Experiences, TEKS exploration tool, 5E model written and oral presentations, lesson plan &amp; analysis, Website/e-portfolio entries, Learning Center development</td>
</tr>
<tr>
<td>Planning for instruction in the secondary classroom as well as alternative classrooms</td>
<td>Mini-Teaching Experiences, TEKS exploration tool, 5E model written and oral presentations, lesson plan &amp; analysis, website/e-portfolio entries, learning center development</td>
</tr>
</tbody>
</table>

**Assessment and Grading:**

If you maintain high expectations of your students as an educator, students will rise to those expectations. I have high expectations of each and every student, especially those students who are pursuing a career as a professional educator. Each of you has the ability to meet these expectations, as long as you see yourself pursuing a profession that critically impacts the lives of our children! Notice I stated ‘profession’ not a ‘job’; being an educator is one of the most important roles you can play in our society today! Your grade
will be determined by the level you fulfill the following requirements. There are five benchmarks for this course. Your success in fulfilling these benchmarks will determine your grade for the course:

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

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

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

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

Table 2. - Grade Distribution:

<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>

Academic Integrity:

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by their individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that all faculty, insist on adherence to these standards.
As teachers and future teachers, you should be especially aware that cheating, plagiarism and collusion in dishonest activities are serious acts which erode the university’s purpose and integrity and cheapen the learning experience for us all. It is expected that individual work you submit will represent your own effort and will not involve copying from or accessing unauthorized resources.

It is expected that work you submit will represent your own effort (or your own group’s effort, if it is a group project), will not involve copying from or accessing unauthorized resources or people (e.g., from a previous year’s class), and will appropriately acknowledge allowable references that you do consult. Violations are unacceptable and will be referred to the Dean of Students Office for possible disciplinary action.

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

Students with disabilities:

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

*It is responsibility of any student desiring to drop the course to turn in necessary drop forms. The instructor will not drop students who are no longer attending the class. The instructor will not drop a student after the last day to drop. You are responsible for your own record. The instructor can drop any student any time a student violates the written rules/requirements for remaining in good standing in the course. I hold the right to drop a student from a course after two absences.*
Tentative SCED3312 Schedule: Fall 2017

The course instructor reserves the right to adjust the course syllabus or change assignments as needed.

<table>
<thead>
<tr>
<th>Class/ Date</th>
<th>Topics</th>
<th>Lab Topics/Activities 2:30-3:20 PM</th>
<th>Hands-on Activities</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| Module 1: Course Introduction | **Week 1:** August 28  | **Background Knowledge**  | *Introductions*  
Review syllabus, course content, materials posted on Blackboard, Course rubrics, Observation Protocol/RtOP/Field Notes process/Hours Log  
E-Portfolio Guidelines/Rubric;  
**KWL Strategy**  
● Create Weebly/Wix Website  
● Page tabs to include:  
  - Teaching Philosophy/Perspectives  
  - Sample Lesson Plans  
  - Co-Teaching Video/Reflection  
  - Samples of Tools, Tasks & Strategies  
  - Resume  
  - 3 Letters of Reference  
● Post url on Google doc link on Blackboard  
● Due September 3, 2017 at 3:30 pm  
● Collaborative Discussion |  
| Module 2: Tools, Tasks and Strategies | **Week 2:** September 11  |  
● TPACK/Tools, Tasks & Strategies: “What Is Technological Pedagogical Content Knowledge?” and  
● Using the posted lesson plan, **identify components that are Tools, Tasks and Strategies** based on the class lecture and  
● Entrance Ticket (5 Points)  
● In-Class Activities  
● Read: Section II: What Really Works in Instruction, Chapter 7: Tuning in with Technology, Murawski & Scott AND Part I: READ: Classroom Practices Across the Curriculum, Chapters 6, 7, 8, Using Technology in the Classroom, Stone, pp 29 – 42.  
● PREPARE: Cornell Notes; Template on Blackboard;  
● TURN IN as Assignment on Blackboard (20 points);  
● Submit application for Background checks/Schedule Observations  
● Due: September 10 at 11:59 pm |  
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<tr>
<td></td>
<td>• Backwards/Understanding by Design</td>
<td>The document is in Word; Use the review/comment function to highlight and identify type of component.</td>
<td></td>
<td>• Prepare Seed Discussion Organizer Template on Blackboard (20 points);</td>
</tr>
<tr>
<td></td>
<td>• Elements of Curriculum/Lesson Planning</td>
<td>Save as .pdf and submit on Blackboard [20 points]</td>
<td></td>
<td>Submit to Blackboard Due September 17 at 11:59 pm [20 points]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due: September 17 at 11:59 pm</td>
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**LESSON RESOURCES:**

- 5 Powerful Questions Teachers Can Ask Students, [http://www.edutopia.org/blog/five-powerful-questions-teachers-ask-students-rebecca-alber](http://www.edutopia.org/blog/five-powerful-questions-teachers-ask-students-rebecca-alber);
- The 5-E Model, [http://enhancing.wgbh.org/research/eeeee.html](http://enhancing.wgbh.org/research/eeeee.html) and [http://rmmsmsp.ucdenver.edu/files/5_e_lesson_plan_template.pdf](http://rmmsmsp.ucdenver.edu/files/5_e_lesson_plan_template.pdf);
- Understanding By Design, [http://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/](http://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/) and [http://www.sisd.net/Page/9254](http://www.sisd.net/Page/9254);
- Depth of Knowledge, [http://www.edutopia.org/blog/webbs-depth-knowledge-increase-rigor-gerald-aungst](http://www.edutopia.org/blog/webbs-depth-knowledge-increase-rigor-gerald-aungst) and
- Mishra & Koehler, 2007; Giza

**Module 03: Learning through Discovery**

**Week 3: September 18**

- Project vs. Problem-Based Learning
- 5-E Model
- Introduction to Depth of Knowledge/Blooms Revised Taxonomy

**Technology Quest:** Find and Review 3 technology resources related to your content area.

Submit Rating Forms on Discussion Board. (rating/review format

**Entrance Ticket (5 points)**

**Class Debate:**

“Why Problem-Based Learning Is Better”. Posted by

**Elements of Cooperative/Collaborative Learning:**

# SCED3312
## Fall 2017
### TEACHER EDUCATION DEPARTMENT
#### COLLEGE OF EDUCATION
##### UNIVERSITY OF TEXAS AT EL PASO

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<tbody>
<tr>
<td></td>
<td>• Lesson Cycle</td>
<td>attached on Blackboard)</td>
<td>Tim Holt on Jan 10, 2013 in Less</td>
<td>1. Write: Reflection that addresses the following prompt: “In my content area, inquiry-based learning, cooperative/collaborative learning, Project-Based learning, and Problem-Based learning, could be incorporated in my teaching in the following ways:”</td>
</tr>
<tr>
<td></td>
<td>• Critical Thinking Skills</td>
<td>Respond to 3 other students’ postings with constructive feedback.</td>
<td>The How of 21st Century Teaching, Voices</td>
<td>2. Include discussion of each of the components, as well as comments on integration of technology/Tools, Tasks and Strategies.</td>
</tr>
<tr>
<td></td>
<td>• Effective Questioning</td>
<td>(30 points)</td>
<td><a href="http://plpnetwork.com/2013/01/10/problem-vs-project-based-learning/">http://plpnetwork.com/2013/01/10/problem-vs-project-based-learning/</a></td>
<td>3. Follow APA formatting, 12pt font, double spaced, minimum 2 pages (20 points).</td>
</tr>
</tbody>
</table>

### Assignments Due
1. Write: Reflection that addresses the following prompt: “In my content area, inquiry-based learning, cooperative/collaborative learning, Project-Based learning, and Problem-Based learning, could be incorporated in my teaching in the following ways:”
2. Include discussion of each of the components, as well as comments on integration of technology/Tools, Tasks and Strategies.
3. Follow APA formatting, 12pt font, double spaced, minimum 2 pages (20 points).

### Lesson Resources:
- What is Project Based Learning PBL? [https://video.search.yahoo.com/video/play?p=project+vs+problem+based+learning&vid=8de4c4cb600a1bf6d9bc2861f5d66ce2&url=http%3A%2F%2Ftse3.mm.bing.net%2Fth%3Fid%3DWN.jj%252bDulnTfoobl%252bWxFmXRDngA%2526pid%3D15.1%26h%3D225%26w%3D300%26c%3D7%26rs%3D1&rurl=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DS3nEP4wmoFI&tit=What+is+Project+Based+Learning+PBL%3F&c=14&h=225&w=300&l=115&sigr=11b9t2aa&sigt=113gg57t&sigi=12ndi5k52&ct=p&age=1376456978&fr2=p%3As%2Cv%3Av&&tt=b](https://video.search.yahoo.com/video/play?p=project+vs+problem+based+learning&vid=8de4c4cb600a1bf6d9bc2861f5d66ce2&url=http%3A%2F%2Ftse3.mm.bing.net%2Fth%3Fid%3DWN.jj%252bDulnTfoobl%252bWxFmXRDngA%2526pid%3D15.1%26h%3D225%26w%3D300%26c%3D7%26rs%3D1&rurl=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DS3nEP4wmoFI&tit=What+is+Project+Based+Learning+PBL%3F&c=14&h=225&w=300&l=115&sigr=11b9t2aa&sigt=113gg57t&sigi=12ndi5k52&ct=p&age=1376456978&fr2=p%3As%2Cv%3Av&&tt=b)
<table>
<thead>
<tr>
<th>Class/ Date</th>
<th>Topics</th>
<th>Lab Topics/Activities 2:30-3:20 PM</th>
<th>Hands-on Activities</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4: September 25</td>
<td>• Learning Centers: Varied Topics – Round Table Discussions • Academic Vocabulary • Addressing the needs of English Language Learners (ELLs) • Educative Assessment • Special Needs • Effective Questioning</td>
<td>• Review Texas Essential Knowledge and Skills (TEKS) for individual content areas <a href="http://ritter.tea.state.tx.us/rules/tac/chapter111/index.html">http://ritter.tea.state.tx.us/rules/tac/chapter111/index.html</a> • Co-teachers Select a TEKS and Student Expectation (Task) for mini teaching assignment • Begin Draft#1 of Lesson Plan &amp; scripting/design of video. • Due September 25 at 11:59 pm • Bring Draft#1 to next class</td>
<td>• Entrance Ticket (5 points) • fold-ables or graphic organizers &amp; other artifacts from learning centers (15 points)</td>
<td>1. Read: Section II: What Really Works in Instruction, Chapter 14: Amazing Assessment, Murawski &amp; Scott 2. Research 3 types of formative assessment you would like to add to your teacher’s toolbox; describe and give examples of each (20 points – turn in on Blackboard Discussion Board) 3. Continue developing and revising Lesson Plan. Due: October 1st at 11:59 pm</td>
</tr>
</tbody>
</table>

**Lesson Resources:**
- Formative assessment Dylan Wiliam Learning and Teaching [https://search.yahoo.com/yhs/search;_ylt=A86.JybYWttV_VwA2mlnIiOy;_ylc=X1MDMTM1MTE5NTY4NwRfcgMyBGZyA3Iocy1t b3ppbGxhLTAwNARncHJpZANDODdwNBUYYVntZWRZEd6ZTh4OHpBBGSfecnNsdAMwBG5fc3VnZwM3BG9yaWdpbNgZWFyYWgueWFob28uY29tBHBvcwMyBH8xc3RyaA0Zvcmm1hdGIZSBBc3Nlc3NtZW50IFZpZGVvBH8xc3RybAMyNgRxc3RybAMzMrxdVVyeQNm3TJXRpdmUgYXNzZXNzbWVudCBzaWRiby8jGlwcmR0X3N0bXADMTQ0MDQzOTAxOAg=?p=formative+assessment+video+clips&fr2=sa-gp-search&hspart=mozilla&hssimp=yhs-004](https://search.yahoo.com/yhs/search;_ylt=A86.JybYWttV_VwA2mlnIiOy;_ylc=X1MDMTM1MTE5NTY4NwRfcgMyBGZyA3Iocy1tb3ppbGxhLTAwNARncHJpZANDODdwNBUYYVntZWRZEd6ZTh4OHpBBGSfecnNsdAMwBG5fc3VnZwM3BG9yaWdpbNgZWFyYWgueWFob28uY29tBHBvcwMyBH8xc3RyaA0Zvcmm1hdGIZSBBc3Nlc3NtZW50IFZpZGVvBH8xc3RybAMyNgRxc3RybAMzMrxdVVyeQNm3TJXRpdmUgYXNzZXNzbWVudCBzaWRiby8jGlwcmR0X3N0bXADMTQ0MDQzOTAxOAg=?p=formative+assessment+video+clips&fr2=sa-gp-search&hspart=mozilla&hssimp=yhs-004)

**Module 03: Co-Planning of Mini-Lesson**

<table>
<thead>
<tr>
<th>Week 5: October 2</th>
<th>Topics</th>
<th>Lab Topics/Activities 2:30-3:20 PM</th>
<th>Hands-on Activities</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>• TTS Peer Review of Draft #1 of Lesson</td>
<td>• Co-Develop Draft #2 of Lesson Plan (20)</td>
<td>• Lesson Plan Development/</td>
<td>• Submit RtOP/Field Notes #1 &amp; #2 on Blackboard Assignment</td>
<td></td>
</tr>
<tr>
<td>Class/ Date</td>
<td>Topics</td>
<td>Lab Topics/Activities 2:30-3:20 PM</td>
<td>Hands-on Activities</td>
<td>Assignments Due</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
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<td>----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
|                   | Plan                        | Points) using the TEKS you chose as the Objective  
* Due October 2 at 11:59 pm  
* Bring Draft #2 to next class | Collaboration                        | • Due October 8th at 11:59 pm       |
| Week 6: October 9 | • Draft #2 of Lesson Plan Feedback Sessions | ● Co-Lesson Plan Final Development  
Due October 5 at 11:59 pm | ● Lesson Plan Development/ Collaboration | ● Mini-Lesson Preparation           |
| Week 7: October 16| • 3 Mini-Teachings          | ● Mini-Teachings                                                                                 | ● Entrance Ticket  
(5 points)  
● Complete Peer review & ratings | • Submit RtOP/Field Notes #3 & 4 on Blackboard Assignment  
* Due: October 22nd by 11:59 pm  
* Mini-Lesson Preparation |
| Week 8: October 23| **Utilize class time to complete classroom observations.** |                                                                                                    |                                                                                    | • Submit RtOP/Field Notes #5 & #6 on Blackboard Assignment  
* Due: October 29th by 11:59 pm  
* Mini-Lesson Preparation |

**Module 04: Active Learning**

| Week 9: October 30 | **Utilize class time to complete classroom observations.** | • Submit Final Lesson Plan  
• Submit RtOP/Field Notes #7 & #8 on Blackboard Assignment  
* Due: November 5th by 11:59 pm  
* Mini-Lesson Preparation |

**Educator’s Blended Mini-Lesson Plans Showcase**

| Week 10: November 6 | • 3 Mini-Teachings | ● Mini-Teachings | ● Entrance Ticket  
(5 points)  
● Complete Peer | • Work on e-portfolio/website  
a. Teaching philosophy/perspectives  
b. Resume |
<table>
<thead>
<tr>
<th>Class/ Date</th>
<th>Topics</th>
<th>Lab Topics/Activities 2:30-3:20 PM</th>
<th>Hands-on Activities</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 11: November 13</td>
<td>• 3 Mini-Teachings</td>
<td>• Mini Teachings</td>
<td>• Entrance Ticket (5 points)</td>
<td>• Mini-Lesson Preparation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Complete Peer review &amp; ratings</td>
<td>• Submit RtOP/Field Notes #9 &amp; #10 on Blackboard Assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Due: November 19th at 11:59 pm</td>
</tr>
</tbody>
</table>
| Week 12: November 20 | • E-portfolio development | • Mini Teachings | • Work on e-portfolio/website  
  a. Samples of Tools, Tasks, and Strategies  
  b. Sample Lesson Plans  
  • Final Reflection of Observations  
  Due November 26th at 11:59 pm  
  • Mini-Lesson Preparation | |
| November 23: Thanksgiving Holiday | | | | |
| Week 13: November 27 | • 3 Mini-Teachings | • Mini-Teachings | • Entrance Ticket (5 points) | • E-Portfolio development  
  a. Teaching Video or link  
  b. 3 Letters of Reference  
  • Mini-Lesson Preparation |
| Week 14: December 4 | • 3 Mini-Teachings  
  • Turn in Final Observation Log | • Mini-Teachings | • Entrance Ticket (5 points) | • Final Project: e-Portfolio  
  • Due December 12 at 11:59 pm  
  • *Extra Credit (2 points added to final grade): Course evaluation  
    [send email to me stating you completed the survey]. |

Total Possible Course Points [not including Extra Credit Points] = approximately 600 - 650 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.*
### RtOP/Field Notes Reflections Rubric - 10 points each possible

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observational Tool</td>
<td>Observation tool is complete and fully documents the classroom experience details such as quotes, diagrams and other explanations of practice.</td>
<td>Observation lacks any detail and does not document the classroom experience or is missing from the RtOP/Field Notes altogether.</td>
</tr>
<tr>
<td>Connection to Standard</td>
<td>It is clear that there is a thorough understanding of the standard as there is a clear and well documented connection based on the classroom observation.</td>
<td>The connection to the standard is missing or the connection is not substantiated.</td>
</tr>
<tr>
<td>Connection to Text</td>
<td>The connection(s) to text informs the standard and is clearly aligned to the classroom observation and standard addressed.</td>
<td>The connection 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 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>Ideas are distracted by too many grammatical, spelling or punctuation errors. Some sources are documented or are missing altogether.</td>
</tr>
</tbody>
</table>

### Grading Rubric for Presentation/Mini Co-Teaching (60 Points)

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Good (20 – 15 Points)</th>
<th>Fair (14 – 7 Points)</th>
<th>Poor (6 – 1 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Content and Summary</td>
<td>Solid Knowledge and understanding of the topic to be presented is demonstrated. The Presentation is clear and understandable.</td>
<td>Good knowledge and understanding of the topic to be presented is demonstrated. The presentation is clear and understandable, but some important points are not addressed.</td>
<td>Weak knowledge and understanding of the topic to be presented is demonstrated. The presentation is unclear.</td>
</tr>
<tr>
<td>Critical Thinking and Argumentation</td>
<td>Effective Questioning focused on encouraging student critical thinking based on Bloom’s Revised Taxonomy. Students were challenged.</td>
<td>Effective Questioning focused generally encouraging student critical thinking based on Bloom’s Revised Taxonomy. Students were somewhat challenged.</td>
<td>Effective Questioning did not focus on encouraging student critical thinking based on Bloom’s Revised Taxonomy. Students were not challenged.</td>
</tr>
</tbody>
</table>
### Grading Rubric for Draft 1, 2, Final Lesson Plan - 70 points possible (20, 20, 30)

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

Throughout the semester students are expected to:

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

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

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

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

<table>
<thead>
<tr>
<th>Grading Rubric for Short Reflection- 20 points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category</strong></td>
</tr>
<tr>
<td><strong>Points</strong></td>
</tr>
<tr>
<td>Follows APA format</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
## Grading Rubric for Portfolio/E-Portfolio - 100 points possible

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Does Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Points</strong></td>
<td>26 – 33</td>
<td>16 – 25</td>
<td>0 - 15</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>Portfolio follows sequence &amp; has 6 of elements:</td>
<td>Portfolio follows sequence &amp; has 4-5 of elements:</td>
<td>Portfolio follows sequence &amp; has at least 3 of elements:</td>
</tr>
<tr>
<td></td>
<td>1. Teaching Philosophy/Perspectives</td>
<td>1. Teaching Philosophy/Perspectives</td>
<td>1. Teaching</td>
</tr>
<tr>
<td></td>
<td>2. Sample Lesson Plans</td>
<td>2. Sample Lesson Plans</td>
<td>Philosophy/Perspectives</td>
</tr>
<tr>
<td></td>
<td>4. Samples of TTS</td>
<td>4. Samples of TTS</td>
<td>3. Co-Teaching Video/Reflection</td>
</tr>
<tr>
<td></td>
<td>5. Curriculum</td>
<td>5. Curriculum</td>
<td>Video/Reflection</td>
</tr>
<tr>
<td></td>
<td>6. 3 Letters of Reference</td>
<td>6. 3 Letters of Reference</td>
<td>4. Samples of TTS</td>
</tr>
<tr>
<td></td>
<td>7. Website link</td>
<td>7. Website Link</td>
<td>5. Curriculum</td>
</tr>
<tr>
<td></td>
<td>All Portfolio elements are quality work products.</td>
<td>Most of the Portfolio elements are quality work products.</td>
<td>6. 3 Letters of Reference</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7. Website Link</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td>Some of Portfolio elements are quality work products.</td>
</tr>
<tr>
<td><strong>Lesson Delivery</strong></td>
<td>Strategies for lesson delivery include interactive hands-on approaches and</td>
<td>Strategies for lesson delivery include interactive hands-on approaches and</td>
<td>Strategies for lesson delivery include interactive hands-on approaches and differentiated instruction without content-specific connections made. Examples are not content-specific and are not thoroughly explained in detail for later reference.</td>
</tr>
<tr>
<td>(Strategies)</td>
<td>differentiated instruction with content-specific connections made. Examples are</td>
<td>differentiated instruction with some content-specific connections made.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>content-specific and thoroughly explained in detail for later reference.</td>
<td>Examples are content-specific and somewhat explained in detail for later reference.</td>
<td></td>
</tr>
</tbody>
</table>