

**The College of Education and Behavioral Studies**  
**School of Education**  
**Houston Baptist University**

**Course Syllabus**  
**EDUC 4320.01 3118 Teaching Methodology for the Secondary Teacher**  
**Fall 2014**

**COURSE DESCRIPTION**

This course combines campus-based instruction with a minimum of 25 clock hours of field-based experience in observation and the planning and presenting of lessons for prospective student teachers. An emphasis is placed upon lesson presentation skills, use of a variety of teaching methods, and application of classroom management skills. This course is a prerequisite for student teaching.

**COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION**

This course is normally one of the last courses taken prior to student teaching. The prerequisite for this course is EDUC 4311: Curriculum and Instruction in Secondary Schools.

**DATE AND TIME OF CLASS MEETINGS:** M 4:00-6:25

**ROOM NUMBER:** H114

**INSTRUCTOR INFORMATION**

Name: Dr. Angie Durand  
E-mail: adurand@hbu.edu  
Cell Phone: 713-320-2579  
Office Hours:  
by appointment only

**LEARNING RESOURCES**

Course Text(s):

Kellough, R.D. & Carjuzaa, J. (2012). *Teaching in the Middle and Secondary Schools*. Upper Saddle River, NJ: Merrill. ISBN 978-0-13-269620-3

**RELATION TO THE MISSION OF THE UNIVERSITY**

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

In relation to the mission of the University, this course will help students explore the profession of teaching within the context of a rigorous academic and field-based experience.

## **RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop both knowledge and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

This course is an important part of the theoretical and skills-training required for students to become effective, ethical, responsible professionals in the field of providing counseling in service to others.

## **COURSE LEARNING OBJECTIVES**

Upon completion of this course, students should be able to:

1. Discuss major findings of educational research as they apply to secondary schools.
2. Identify sound principles for
  - a. motivating students
  - b. using cooperative learning, interactive learning, instructional technology, and critical and creative thinking
  - c. developing reading and writing skills across the curriculum
3. Better meet the diverse needs of students in secondary classrooms.
4. Demonstrate skill in varied lesson designs and implementation including appropriate classroom management techniques.
5. Discuss current issues of importance in today's secondary schools.

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Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

## **SCHOOL OF EDUCATION REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS**

- The course learning objectives acquired through the experiences in this course support-state and national standards including the TEA Standards for Pedagogy and Professional Responsibilities, the International Dyslexia Association (IDA) Standards for Reading, and Requirements of the Texas Administrative Code 9 (TAC §228.30) and H.B.2012.
- Appropriate grade level TEA guidelines, International Dyslexic Association (IDA) and TEKS are also included as part of this course.
- A matrix at the end of this document indicates the TAC §228.30 and H.B.2012 requirements addressed

- A list of specific TExES competencies and IDA standards for this course is presented below

### **TExES Competencies**

The following TExES Pedagogy and Professional EC-12 Competencies are addressed in part or in full in this course:

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 001: The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

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 fosters 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 emotion 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 implements effective, responsive instruction and assessment.

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 the professional roles and responsibilities of a teacher.

Competency 012: The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

**IDA Standards.**

The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:

B. 11. Discourse organization

E-4.4. Review that word knowledge is multifaceted

E-5.1. Describe teaching strategies that are appropriate before, during, and after reading and that promote reflective reading.

E-5.5. Identify in any text the phrases, clauses, sentences, and academic language that could be a source of misinformation.

**TOPICAL OUTLINE**

A course agenda is included at the end of this syllabus. It includes the following topics:

1. Secondary School Issues
2. Effective School Research
3. Effective Teaching
4. Lesson Design (review)
5. Motivational Techniques
6. Classroom Management
7. Teaching Styles and Methods vs. Learning Styles
8. Cooperative Learning
9. Technology
10. Critical/Creative Thinking using Reading and Writing Skills
11. Diagnosis and Evaluation
12. Legal Issues
13. Models of Instruction
14. Professional Development

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

**TEACHING STRATEGIES**

A variety of teaching methods may be used including

1. Lecture
2. Discussion
3. Video Presentation
4. Guest Speakers
5. Demonstration/Modeling
6. Cooperative Learning Groups
7. Inductive Learning Experiences

## ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

**Course Requirements.** See the agenda at the end of this syllabus for due dates.

NeeAssignment <sup>1</sup>	Learning Objective(s)	Standards <sup>2</sup>	Point Value
Exam I	1, 3, 4, 5	PPR I. 001, 002, 003, 004 II. 005, 006 <b>IDA B.11, E-4.4</b>	15%
Exam II	2a, 2b, 2c	III. 007, 008, 009, 010 IV: 012 <b>IDA E-5.1, E-5.5</b>	15%
Comprehensive Final Exam	1, 2, 3, 4, 5	PPR I. 001, 002, 003, 004, 005 II. 005, 006, III. 007, 008, 009, 010 IV: 012	15%
2 Professional Journal Articles <sup>1</sup>	1, 5	PPR: I. 001	10%
Presentation of Mini-lesson <sup>1</sup>	1, 2, 3, 4, 5	PPR: I.002; III. 007, 008, 009	15%
<u>Field based experience items</u> 5 written lesson plans (5) <sup>1</sup> *Log of 25 hours of observation (14) <sup>1</sup> *Log of 5 lessons taught (5) <sup>1</sup> 5 observation forms (5) <sup>1</sup> Evaluation by coordinating teacher(1) <sup>1</sup>	1, 2, 3, 4, 5	PPR: I. 003, 004 II. 005, 006, III. 007, 008, 009 PPR: IV. 012	30%

**\* This course cannot be passed without the documentation of 25 hours of observation and 5 lessons taught.**

<sup>1</sup> Descriptions and rubrics for assignments are included at the end of this document.

<sup>2</sup> These assignments/activities develop and/or assess state and national standards including TExES competencies.

### Grading Standards

#### School of Education Undergraduate Grading Scale:

92-100 (A); 84-91 (B); 76-83 (C); 70-75 (D); <70 (F)

### Student Appraisal

Students will complete faculty appraisal forms as regularly administered by the University.

## CLASS POLICIES

Absence and Tardy Policies . In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than 7 absences occur, the course grade will be “F” no matter what test and paper scores might be. .

Documentation of Difficulties If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

Late Work. All assignments are expected to be completed in their entirety by the beginning of class on the due date, even if the student is not in class. Late work is strongly discouraged. Work may be submitted late ONLY (with proper documentation for illness or other emergency situations) within the following TWO calendar days, including weekends, for a maximum grade value of 80. No work will be accepted after that deadline passes. As professionals it is imperative to complete responsibilities and tasks in a timely, effective manner. [If work is returned for revision, it is expected to be re-submitted as directed by the professor regarding the due date and the maximum grade value of the revised effort.]

Missed Tests. All the tests must be taken on the day and at the time which they are scheduled. Make-up tests will be given ONLY when the following criteria have been met: prior notification (24 hours) of your need to miss the test and a legitimate reason for missing the test. Legitimate reasons include documented illness, death in the family, etc. A make-up test will be written by the professor and will be given at a time mutually agreed upon by both the professor and student. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

Use of Electronic Devices. During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.

**Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.**

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

*Angie Durand*

August 7, 2014

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Instructor's Signature

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Date

EDUC 4320.01 3318 Fall 2014

**EDUC 4320**  
**TENTATIVE SCHEDULE**

<b>DATE</b>	<b>TOPIC</b>	<b>TEXT</b>	<b>EXAM/WORK DUE</b>
Aug 25	Introduction to Class Today's Middle and Secondary Schools: Purpose, Organization, Structure, and Reform	Chapter 1	
Sept 1	Labor Day Holiday		
Sept 8	Middle and Secondary Schools Today and Tomorrow: Reform Efforts, Challenges and Issues, and Trends and Practices Middle and Secondary School Students: Addressing Cultural Diversity	Chapter 2 & 3	
Sept 15	Establishing and Maintaining a Safe and Supportive Classroom Environment Selecting Content and Preparing Objectives	Chapter 4 & 5	
Sept 22	<b>Journal Article Research Day—no class</b>		
Sept 29	Course Syllabi, Instructional Units, and Curriculum Integration Designing Lesson and Unit Plans to Engage all Students	Chapter 6 & 7	<b>Journal Article #1 due</b>
Oct 6	<b>Exam 1</b>		
Oct 13	Student-Centered Instructional Strategies Teacher-Centered Instructional Strategies	Chapter 8 & 9	
Oct 20	Educational Technology, Media, Computer-based Instructional Tools, and other Resources	Chapter 10	
Oct 27	Assessing and Reporting Student Achievement	Chapter 11	<b>Journal Article #2 due</b>
Nov 3	Reflecting on Teaching Practices and Engaging in Professional Development	Chapter 12	
Nov 10	<b>Review Chapters 8-12</b>		
Nov 17	<b>Exam 2</b>		
Nov 24	Mini-lessons		
Dec 1	Field Work discussion and evaluation		<b>Field Experience Packet due</b>
Dec 8	<b>Final Exam</b>		

## COURSE ACKNOWLEDGEMENTS

### Syllabus Statement

I am aware of all topics described in the course syllabus . These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TExES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

### Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

### DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies.** I understand that at any time during the course, I may request clarification, if needed.



Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign** this form then turn it in to the professor.]

**Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30\***

<b>PPR Standard</b>	<b>Curriculum Topic TAC §228.30</b>	<b>Essential Components: Additional Information</b>	<b>Learning Experiences, Products &amp;/or Assessments</b>
I, III	<b>1. Reading Instruction</b> : A variety of theories and methods appropriate for teaching these five essential components of reading instruction.	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations )	
II, IV	<b>2. Code of Ethics</b>	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: <a href="http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFEMtxaBMvC">http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFEMtxaBMvC</a>	Exam 2
I, II, III	<b>3. Child Development</b>	A variety of theories for child development.	Exam 1
I, II, III,	<b>4. Motivation</b>	A variety of theories & methods appropriate for teaching motivation.	Exam 2
I, II, III	<b>5. Learning Theories</b>	A variety of learning theories	Exam 1
I, III	<b>6. TEKS Organization,</b>	http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	5 lesson plans
I, III	<b>7. Content TEKS</b>		Field Experience/lesson plans
I, II, IV	<b>8. State Assessment of Students &amp; STAAR: Testing,</b>	Requirements , responsibilities, scoring, analysis & use of results <a href="http://www.tea.state.tx.us/student.assessment/staar/">http://www.tea.state.tx.us/student.assessment/staar/</a>	Exam 2
I, II, III	<b>9. Curriculum Development &amp; Lesson Planning</b>	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	Field experience
I, III	<b>10. Classroom Assessment and Diagnosing Learning Needs</b>	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	Exam 2
II, IV	<b>11. Classroom Management</b>	A variety of theories & methods appropriate for teaching classroom management.	Exam 1/field observations
I, II, III, IV	<b>12. Special Populations</b> ELPS—English Language Proficiencies <a href="http://ritter.tea.state.tx.us/curriculum/biling/elps.html">http://ritter.tea.state.tx.us/curriculum/biling/elps.html</a> National Assoc. for Gifted Children Teacher Knowledge and Skills <a href="http://www.nagc.org/index2.aspx?id=1863">http://www.nagc.org/index2.aspx?id=1863</a> TEA website resources <a href="http://ritter.tea.state.tx.us/special.ed">http://ritter.tea.state.tx.us/special.ed</a>	<b>A. ESL/ Bilingual /ELPS</b> : Learning strategies , Listening ,Speaking , Reading & Writing	<b>Lesson plans</b>
		<b>B. G/T:</b> Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT	<b>Lesson plans</b>
		<b>C. Special Education:</b> Acronyms/Terms , Modifications/ Accommodations,Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	<b>Lesson plans</b>
III, IV	<b>13. Parent Conferencing and Communication Skills</b>	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	Exam 2
I, III	<b>14. Instructional Technology</b> <a href="http://www.sbec.state.tx.us/SBECOnline/stanetest/edstancertfieldlevl.asp">http://www.sbec.state.tx.us/SBECOnline/stanetest/edstancertfieldlevl.asp</a>	<b>SBEC Technology Standards for All Teachers</b> 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	Mini-lesson
I, III, IV	<b>15. Pedagogy/ Instructional Strategies</b>	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. <a href="http://olc.spsd.sk.ca/DE/PD/instr/index.html">http://olc.spsd.sk.ca/DE/PD/instr/index.html</a>	Exam 1, 2
I, II, III, IV	<b>16. Differentiated Instruction</b>	A variety of instructional strategies suitable for differentiating instruction.	Lesson plans
IV	<b>17. Certification Test Preparation</b> (6 clock hrs required)	Testing study guides, standards, frameworks, competencies, practice tests <a href="http://www.texas.ets.org">www.texas.ets.org</a>	Field experience/ Exam 1, 2
<b>TAC §228.35 &amp; H.B. 2012 Requirements</b>			
I,	<b>Dyslexia:</b> Detection and education of students with dyslexia <a href="#">[TAC RULE §228.35 (4)]</a>	1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia <a href="#">Dyslexia Informational Power Point</a> <a href="#">Dyslexia Handbook - English (PDF, 2.45 MB, outside source)</a>	
IV	<b>Legal &amp; Employment Issues</b>	Contract abandonment & the effect of supply & demand forces on the educator workforce in TX (including difficulty of getting jobs in the I 35 Corridor from Dallas/Ft Worth to San Antonio)	
	<b>Status of HBU program</b>	Pass rates & accreditation status	
IV	<b>Teacher &amp; principal evaluation</b> <b>PDAS:</b> <a href="http://www4.esc13.net/pdas/">http://www4.esc13.net/pdas/</a>	PDAS :the purpose & process, what is evaluated, what the evaluation instrument look like, how could you can appeal.; the PDAS Teacher Manual which is required to be given to all teachers.	

I,II,III,IV	<b>Skills &amp; Expectations of Educators</b>	The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in Texas	
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**EDUC 4320**  
**FORMS, TEMPLATES AND RUBRICS**

**Professional Journal Article Report (2 required)**

**Format:**

Name

Course: EDUC 4320

Journal Report # 1(2)

Professor: Dr. Eloise Hughes

Teaching field: \_\_\_\_\_

Bibliographic information for article (author's name, title of article, title of journal, volume, date, etc.) Use APA format. [15%]

Summary:[60%]

Response:[25%]

Format should be as follows:

- Double-spaced
- New Times Roman
- Font size—12
- 1” margins
- Paragraph format



Dear Supervising Teacher:

Thank you for your willingness to have a student observer in your class. These experiences in the field will prove to be quite valuable for our future teachers. **These HBU students are required to observe 25 hours of classroom instruction in their field and present 5 complete lessons.** After your observer has presented his/her lessons, would you please take the time to complete the attached evaluation form? The evaluation form should reflect an overall rating for the total classroom teaching presentations, rather than for one specific lesson. If possible, please go over this evaluation form with your student observer, offering suggestions, encouragement, etc. The student will return the original form to me, but he/she may make a copy for himself/herself.

Thank you again for your cooperation and help.

Sincerely,

A handwritten signature in cursive script that reads "Eloise Hughes".

Dr. Eloise Hughes  
Professor of Education

Name: \_\_\_\_\_

Course: EDUC 4354/5354

Observation Report # \_\_\_\_ (5 required)

Professor: Dr. Eloise Hughes

Teacher:

Student age/grade level:

Subject area:

Situation/Behavior observed:

Description:

Response: (Analyze, agree/disagree, etc. Include other ways to handle similar situations)

**EDUC 4320 LESSON EVALUATION (by school classroom teacher)**

Student Presenter: \_\_\_\_\_  
 Grade/Subject: \_\_\_\_\_

Date: \_\_\_\_\_  
 School: \_\_\_\_\_

In presenting the lesson, the student:

*(Circle One)*

	<u>High</u>		<u>Avg.</u>		<u>Low</u>
1. Specified objective for the lesson.	5	4	3	2	1
2. Employed an effective initiating procedure.	5	4	3	2	1
3. Utilized teaching methods appropriate for the objective, learners and environment.	5	4	3	2	1
4. Utilized a variety of teaching methods.	5	4	3	2	1
5. Implemented activities in a logical sequence.	5	4	3	2	1
6. Provided clear, understandable directions and explanations.	5	4	3	2	1
7. Utilized responses and questions from learners in teaching.	5	4	3	2	1
8. Provided feedback to learners throughout the lesson.	5	4	3	2	1
9. Reinforced and encouraged the efforts of learners.	5	4	3	2	1
10. Involved the learners actively in the lesson.	5	4	3	2	1
11. Acknowledged and provided for individual differences.	5	4	3	2	1
12. Kept learners on task.	5	4	3	2	1
13. Used instructional equipment and other instructional aids.	5	4	3	2	1
14. Demonstrated knowledge of the subject area.	5	4	3	2	1
15. Utilized acceptable written and oral expression with learners.	5	4	3	2	1
16. Communicated personal enthusiasm.	5	4	3	2	1
17. Utilized time effectively.	5	4	3	2	1
18. Displayed proper classroom management skills.	5	4	3	2	1
19. Utilized an effective culminating procedure.	5	4	3	2	1
20. Applied an evaluative procedure.	5	4	3	2	1

*(Record notes and comments on reverse side.)*

\_\_\_\_\_  
 (Supervising Teacher)                      (Date)

\_\_\_\_\_  
 (Student Observer/Presenter)

**OBSERVATION LOG**

**Name:** \_\_\_\_\_

**Course:** EDUC 4320

**Semester:** \_\_\_\_\_

**Directions:** For each observation record the date, time spent in hours, total time, a brief description of your activities, the school and the signature of the cooperating teacher with whom you worked.

Date	Time Spent	Total Time	Brief Description	School	Signature

**Total Time:** \_\_\_\_\_

**Supervising Professor:** \_\_\_\_\_



**Teaching Methodology for Secondary Teachers**  
**EDUC 4320**  
**Field Lesson Presentations**

<b>Date</b>	<b>Total Time</b>	<b>Brief Description of Lesson</b>	<b>School</b>	<b>Signature</b>

**Supervising Professor:** \_\_\_\_\_

Houston Baptist University  
**School of Education**  
**Lesson Plan Format**

Subject:

Grade Level:

Time Estimate:

Unit:

Topic:

Goal(s):

Objective(s):

TEKS:

Materials/Resources/Technology needs:

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**Instructional Procedures**

Focusing Event:

Teaching/ Learning Procedures:

Formative Check (ongoing or specific):

Reteach (alternative used when needed):

Closure:

Assessment/Summative Evaluation:

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Modifications/Notes:

Reflection (post presentation):

EDUC 4320  
Mini-Lesson Presentation  
Grading Rubric

- |    |  |       |
|----|--|-------|
| 1. | State the lesson objectives. (10 points)                       | _____ |
| 2. | Introduce the lesson. (20 points)                              | _____ |
| 3. | Explain the remaining lesson procedures. (40 points)           | _____ |
| 4. | Discuss final assessment and how it will be graded (20 points) | _____ |
| 5. | Close (10 points)  | _____ |
|    | TOTAL PRESENTATION GRADE                                       | _____ |

TURN IN YOUR LESSON PLAN! (Separate Grade)