

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

Course Syllabus
EDUC 6312: Secondary School Curriculum and Instruction
Fall 2014

COURSE DESCRIPTION

EDUC 6302 Elementary School Curriculum and Instruction

This course is designed to provide an integrated and in-depth understanding of principles of curriculum and instruction, as well as practical experiences in instructional design for elementary school contexts and learners. Multiple approaches to learning, the roles of teachers in the teaching-learning process, as well as current Texas state curriculum requirements and guidelines are explored. The effective use of media/technology is included. Fieldwork is required.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

This course is one of the first courses taken by students seeking teacher certification as part of the MEd or Post Baccalaureate with Certification Program. It serves as a prerequisite for many of the required certification courses. This course is also available to students who already possess certification and should prove valuable in extending existing knowledge and skills as well as promoting technology integration and differentiation of curriculum to meet student needs.

DATE AND TIME OF CLASS MEETINGS:

Tuesday 5:00-7:25 in Hinton room 217

INSTRUCTOR INFORMATION

Name/Title: Dr. Carol McGaughey

E-mail: cmcgaughey@hbu.edu

Office Phone: 281-649-3165

Office Location: Hinton 343

Office Hours: T & Thurs: 11:00-12:30, 2:00-5:00, W 12:30-1:30

LEARNING RESOURCES

Course Text(s):

Orlich, D.C., Harder, R. J., Callahan, R. C., Trevisan, M.S., Brown A.H., & Miller, D.E. (2013). *Teaching strategies: A guide to effective instruction, tenth edition*. Boston, MA: Wadsworth/Cengage Learning. ISBN:978-1-111-83263-6

RELATION TO THE PURPOSE STATEMENT 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 learn the skills and knowledge necessary for effective teaching, including the creation of a supportive classroom atmosphere, ways to foster creative and critical thinking, and research-based strategies to facilitate the teaching/learning process.

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.

In relation to the stated goals and purpose of the College of Education and Behavioral Sciences, this course will actively involve students in learning with activities that address a variety of learning styles and instructional techniques, provide lesson planning and instructional delivery opportunities that involve collegial planning and the use of district and state resources, reinforce effective teaching practices through the field experience component, provide feedback and assessments that are consistent, challenging, fair, and aligned with the pedagogical standards that are required of Texas teachers, provide opportunities for students to develop interpersonal, communication, critical thinking, and technology skills, and address the issue of teaching as a Christian mission and calling.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES

The mission of the Department of Curriculum and Instruction is to assist in the development of knowledgeable and effective teachers so they may realize their fullest potential in service to God and humanity.

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

- courses containing essential concepts and teaching strategies that reflect sound theories and research-based instructional practices as well as in depth content knowledge;
- courses designed to give students supported fieldwork experiences in local schools allowing them to put theory into practice;
- coursework and fieldwork designed to address the complex challenges of an increasingly diverse and technological society; and

- an enriched educational experience that allows students to develop a sound philosophy of education that reflects Christian values and ethical principles.

COURSE LEARNING OBJECTIVES

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

1. Define curriculum and instruction and identify factors that influence them.
2. Conceptualize and express a personal philosophy of teaching incorporating elements of classic Educational philosophies.
3. Identify and explain the state curriculum requirements and apply to individual areas of specialization and/or certification.
4. Identify objectives/tasks for the cognitive, affective, and psychomotor domains; utilize Bloom's cognitive taxonomy to formulate/identify questions, goals, objectives, and activities.
5. Identify basic processes and tools used for instructional design and unit planning.
6. Identify the major elements of the lesson plan.
7. Construct lesson plans and activities that apply principles of effective instruction, retention, transfer, development of communication skills, and higher level thinking.
8. Demonstrate knowledge of the relationship between student learning styles and teaching styles.
9. Identify the important principles necessary to assist students develop concepts.
10. Use technology skills to communicate and to research and identify teaching resources.
11. Identify and apply various kinds of questions and optimal questioning techniques in the classroom.
12. Demonstrate skills in both long-term and short-term instructional design and planning.
13. Demonstrate basic skills in the use of technology, including creation of documents, internet searches, and email and web-based communication.
14. Identify the skills and knowledge necessary for classroom organization and effective management.

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 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 International Dyslexia Association (IDA) Reading Standards for this course is presented below.

TExES Competencies

The following TExES EC-12 Pedagogy and Professional Responsibilities 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.

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

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.

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

IDA Standards.

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

Knowledge Component:

A. Foundation concepts about Oral and Written Language

1. Identify the language processing requirements of proficient reading and writing
2. Identify other aspects of cognition and behavior that affect reading and writing.
3. Discuss reasonable goals and expectations for learners at various stages of reading and writing development.

E-6. Structured Language Teaching: Handwriting, Spelling, and Written Expression:

1. Explain the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation).
2. Describe grade and developmental expectations for students' writing in the following areas: mechanics and conventions of writing, composition, revision, and editing processes.

TOPICAL OUTLINE

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

1. Frames of Reference for Teaching
2. Focusing Instruction in a Social Kaleidoscope
3. Objectives, Taxonomies, and Standards for Instruction
4. Instructional Planning
5. Sequencing and Organizing Instruction
6. Managing the Classroom
7. The Process of Classroom Questioning
8. Small-Group Discussions and Cooperative Learning
9. Inquiry Teaching and Higher-Level Thinking
10. Classroom Assessment

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

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Reading, lecture, and discussion
2. Reflection (both oral and written)
3. Media creation and presentations
4. Small group activities, micro teaching, and simulations
5. Technology: online Discussions and Journal postings
6. Fieldwork

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.

Assignment ¹	Learning Objective(s)	Standards ²	Point Value
Philosophy of teaching	2	PPR I,II,III	5%
Technology: Resource List	10	PPR I,II,III	5%
Newsletter on a research topic	8,9,10	PPR: I. 001, 003,004 2.005 IDA: A 1	10%
Unit Plan	4,5,6,7,9,11,12	PPR I,II,III IDA; A 1,2,3E-6,1,2	15%
“Mock” Lesson	7,8,11,12	PPR I,II,III	10%
Fieldwork Reports	1,9,11,13,14	PPR I,II,III, IV	15%
Midterm Exam	1-7	PPR I,II,III	15%
Final Exam	8-14	PPR I,II,III	15%
Class Participation & Blackboard Activities	1-14	PPR I,II,III IDA A 1,2,3 E-6,1,2	10%

¹ Descriptions and rubrics for assignments are included at the end of this document.

² These assignment/activities develop and/or assess state and national standards including TexES competencies, IDA reading standards, TEKS and/or ISTE standards (listed previously).

Grading Standards

HBU Graduate School Grading Scale:

94 -100=**A**; 90-93=**A-**; 87-89=**B+**; 83-86=**B**; 80-82=**B-**; 77-79=**C+**; 73-76=**C**;
70-72=**C-**; 69 and below=**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 three (3) absences occur, the course grade will be “F” no matter what test and paper scores might be.

ACADEMIC ACCOMODATIONS:

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard. 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 STATEMENT. Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup. All assignments are expected to be completed in their entirety by the beginning of class on the date due, even if the student is not in class. Late work will only be accepted during the next class session (with a twenty-point grade penalty) unless there is proper documentation for illness or other emergency situations beyond the control of the student. The work must then be turned in to the student’s folder no more than one week after the student returns to class. No work will be accepted after the last day of class.

Missed Tests. All the tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as

possible after the exam date. 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

Carol McGaughey

7/1/2014

Instructor's Signature

Date

EDUC 6312 Secondary School Curriculum and Instruction
TENTATIVE SCHEDULE

Textbook: Teaching Strategies-TS

Class Date or Meeting:	Topic:	Assign:	Due:
August 26	Course Overview Ch. 1: Frames of Reference for Teaching	Read Chapters 1-3 Course Goals Philosophy of Ed.	
September 2	Ch. 2: Focusing Instruction in a Social Kaleidoscope Chapter 3: Teaching Diverse Learners in Inclusive Classrooms	Read Chapter 4 Fieldwork Report: On-line journaling of classroom observations Resource List	Course Goals Philosophy of Ed. Update on School for fieldwork
September 9	Ch. 4: Objectives, Taxonomies, and Standards for Instruction	Read Chapter 5 Discussion Assignment 1	Update on School for fieldwork
September 16	Ch. 5: Mastering Instructional Planning	Read Chapter 6 Newsletter Discussion Assignment 2	Discussion Assignment 1
September 23	Ch. 6: Sequencing and Organizing Instruction	Read Chapters 1- 6 Lesson Design Discussion Assignment 3	Resource List Discussion Assignment 2
September 30	Lesson Planning/ Unit Planning	Review Chapters 1-6 Unit Plan Discussion Assignment 4	Discussion Assignment 3 Lesson Design
October 7	Midterm Bring a scantron , a #2 pencil, and several sheets of notebook paper		Discussion Assignment 4
October 14	Ch. 11: Managing the Classroom	Read Chapter 11 Lesson Analysis Discussion Assignment 5	Newsletter Grade level and Topic of Unit Plan
October 21	Ch. 11: Managing the Classroom Writing Unit Plans	Read Chapter 8 Unit Plan Grid & one lesson plan	Lesson Analysis Discussion Assignment 5
October 28	Ch. 8: The Process of Classroom Questioning	Read Chapter 9 Questioning Analysis	Draft of 10 day Unit plan grid & One lesson plan

November 4	Ch. 9: Small Group Discussions and Cooperative Learning Technology Applications in the Classroom	Read Chapter 10 Mock Lesson Discussion Assignment 6	
November 11	Ch. 10: Inquiry Teaching and Higher Level Thinking	Read Chapter 7	Questioning Analysis
November 18	Ch.7:Classroom Assessment	Read Chapter 10 Discussion Assignment 6 Reflection/Analysis & complete Observations	Unit Plan
November 25	Mock Lessons	Reflection/Analysis & complete Observations	Mock Lesson
December 2	Mock Lessons Final Exam Review	Study for final exam	Mock Lesson Fieldwork Report including all Discussion assignments 1-6
	Final Exam Bring a scantron , a #2 pencil, and several sheets of notebook paper		

** Changes to the tentative agenda will be made as warranted by the professor with timely student notification.*

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*

PPR Standard	Curriculum Topic TAC §228.30	Essential Components: Additional Information	Learning Experiences, Products &/or Assessments
I, III	1. Reading Instruction : 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	2. Code of Ethics	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFmMtxaBMvC	Final Exam
I, II, III	3. Child Development	A variety of theories for child development.	Midterm
I, II, III,	4. Motivation	A variety of theories & methods appropriate for teaching motivation.	Final Exam
I, II, III	5. Learning Theories	A variety of learning theories	Midterm
I, III	6. TEKS Organization,	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.	Blackboard Activities Unit Plan
I, III	7. Content TEKS		Blackboard Activities Unit Plan
I, II, IV	8. State Assessment of Students & STAAR:Testing,	Requirements , responsibilities, scoring, analysis & use of results http://www.tea.state.tx.us/student.assessment/staar/	Final Exam
I, II, III	9. Curriculum Development & Lesson Planning	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	Midterm, Mock Lesson, OAR Report, Hot List, Unit Plan
I, III	10. Classroom Assessment and Diagnosing Learning Needs	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	Midterm, Mock Lesson, OAR Report, Hot List, Unit Plan
II, IV	11. Classroom Management	A variety of theories & methods appropriate for teaching classroom management.	Blackboard Activities
I, II, III, IV	12. Special Populations ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/bilingual/elps.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed	A. ESL/ Bilingual /ELPS : Learning strategies , Listening ,Speaking , Reading & Writing	
		B. G/T: Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT	
		C. Special Education: 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 a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	Final Exam Fieldwork
III, IV	13. Parent Conferencing and Communication Skills	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	Newsletter,OAR Report
I, III	14. Instructional Technology http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp	SBEC Technology Standards for All Teachers 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.	Newsletter Unit Plan Hot List
I, III, IV	15. Pedagogy/ Instructional Strategies	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. http://olc.spsd.sk.ca/DE/PD/instr/index.html	Mock Lesson Midterm and Final Exam
I, II, III, IV	16. Differentiated Instruction	A variety of instructional strategies suitable for differentiating instruction.	Final Exam
IV	17. Certification Test Preparation (6 clock hrs required)	Testing study guides, standards, frameworks, competencies, practice tests www.texas.ets.org	
TAC §228.35 & H.B. 2012 Requirements			
I,	Dyslexia: Detection and education of students with dyslexia [TAC RULE §228.35 (4)]	1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia Dyslexia Informational Power Point	
IV	Legal & Employment Issues	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)	
	Status of HBU program	Pass rates & accreditation status	
IV	Teacher & principal evaluation PDAS:: http://www4.esc13.net/pdas/	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	Skills & Expectations of Educators	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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**Houston Baptist University
EDUC 6312
Curriculum and Instruction**

Writing a Personal Educational Philosophy

Assignment:

Write a two page paper about your personal philosophy of education.

Use the information about the 4 classic educational philosophies to supplement your personal philosophy. Ex. "Like progressive education, I believe children should learn by doing. In my classroom..."

Address the following areas:

What do you want your classroom to be like?

What do you believe children should learn?

How do you think they should be taught?

How do you think they should be treated as learners?

The additional information in the textbook on learning theories, psychological development, and constructivism can also be used to support your personal philosophy.

A reference site for the classic philosophies is found at

http://en.wikipedia.org/wiki/Educational_perennialism

http://en.wikipedia.org/wiki/Educational_Progressivism

http://en.wikipedia.org/wiki/Educational_essentialism

http://en.wikipedia.org/wiki/Educational_existentialism#Education

An essay format with an introduction, body, and conclusion should provide the structure for your Educational Philosophy. Follow all of the conventions of proper writing in argument, mechanics, and style. Use a size 12 font and double space your paper. Please have a cover sheet for your Philosophy paper.

Here is a reference web link to assist you:

<http://www.edulink.org/portfolio/philosophies.htm>

Philosophy of Education Rubric

Criterion	Undocumented 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable	Score
Idea Development	The statement does not address the author's views about the purposes of education, guiding educational principles, understanding of learning, and/or the most appropriate strategies for teaching. The statement is incoherent or extremely brief or contains major logical inconsistencies.	Statement expresses the author's views about the purposes of education, guiding educational principles, understanding of learning, and/or the most appropriate strategies for teaching, but is ambiguous or not connected.	Statement logically develops the author's views about the purposes of education, guiding educational principles, understanding of learning, and/or the most appropriate strategies for teaching. However, the statement is not always consistent and/or convincing.	Using generally sound assumptions and arguments, based in practical experience, the statement logically develops the author's views about the purposes of education, guiding educational principles, understanding of learning, and/or the most appropriate strategies for teaching.	Using sound assumptions and arguments, the statement logically develops the author's views about the purposes of education, guiding educational & philosophical principles, understanding of learning, and/or the most appropriate strategies for teaching. Statement includes sound ethical or psychological arguments and not just practical ones.	Score: _____
Illustrative Examples	No illustrative examples are included.	Supporting examples are inadequate or of unclear relevance.	Examples in support of points are relevant but general or not based in experience.	Supporting examples from the writer's experience are specific and pertinent.	Specific examples from the writer's personal experience, academic work, or field experience illustrate points in a vivid or memorable way.	Score: _____
Quality of Writing	The statement is very difficult to read because of its style, usage, mechanics, or organization.	The statement, though comprehensible, has obvious problems in two of the following areas: style, usage and mechanics, or organization.	The statement is understandable plus two of the following: 1) organized, 2) free from errors of mechanics and usage, 3) in an appropriate academic style.	The statement is clear, well organized, free from errors of mechanics and usage, and written in an appropriate academic style.	In addition to being clear, well organized, free from errors of mechanics and usage, and written in an appropriate academic style, the statement 1) has a single, unifying theme and 2) is strongly suggestive of the writer's voice.	Score: _____

Comments:

Total: _____

Guidelines for the Resource List EDUC 6312

1. Find 3 Internet Web sites that would be useful to you as a teacher. Tell (in two or three sentences for each section for each website):
 - a. what they have
 - b. how you could use them
 - c. your opinion of the sites.

2. Find 3 Internet Web sites that your students could use. These may not be the same sites as the Teacher sites or sections of the sites already listed. Tell (in two or three sentences for each section for each website):
 - a. what they have
 - b. how you could use them
 - c. your opinion of the sites.

3. Find 2 Teacher Resources: Look at Teacher Supply Stores, Barnes and Noble, schools, etc. These could be books, software, videos, magazines, etc. They need to be specific to your discipline and not general like a dictionary or encyclopedia. Tell (in two or three sentences for each section for each resource):
 - a. what the resources have
 - b. how you could use them
 - c. your opinion of the resources.

4. Find 2 Student Resources. Look at Teacher Supply Stores, Barnes and Noble, schools, etc. These could be books, software, videos, magazines, etc. They need to be specific to your discipline and not general like a dictionary or encyclopedia. Tell (in two or three sentences for each section for each resource):
 - a. what the resources have
 - b. how you could use them
 - c. your opinion of the resources.

5. Turn in using an organized format with a cover sheet.

Note: You may want to concentrate on one topic, such as factors promoting reading success, as you research. This topic could be the one that you later use to develop a parent Newsletter from during the Study Topic Projects assignment. Another option that would benefit you later on in this course is to concentrate on web sites that contain content for your discipline. This could help when you create a teaching unit on, for example, weather for science teachers.

Newsletter Guidelines EDUC 6302/6312:

General requirements:

- newsletter format
- research a learning strategy or teaching practice(teachers) or special counseling or informational topic (LSSP's): see ends of chapters for ideas
- at least 3 current sources—research articles are preferred. You could use the HBU Moody Library link: Database listings; Education: ERIC
- at least 4 pages

Newsletter Format:

- How you organize your newsletter is entirely up to you. Microsoft Office Publisher has a Newsletter format you may want to use. Word will form columns on a page and text or picture boxes.
- Your audience will be your students' parents.
- Please include a cover sheet that lets me know who your intended readers are, such as parents of 4th grade math students. Considering your audience though, you should be very clear in your explanation of your topic. Here's what should be included:
- Informational article(s): You need to explain the topic to your parents in some way. They need to understand what you have learned. If you want to summarize information from the sources you have that is fine—how you do it is up to you.
- You can not just copy articles to include in the Newsletter.
- Implication article(s): You need to show the parents what the implications are for you in the classroom or them at home. Remember, on some level the information is irrelevant if it can't be used.
- Creativity: Pictures, cartoons, clip-art, borders, whatever. Run with it!
-

Sources:

At some spot in your newsletter you will need to list your references. You will need to use APA format for your references. Examples follow:

Journal Article

Gates, M.S. (1998). Digging for inferences. *The Mailbox Intermediate*, 20 (2), 17-18.

Book

Stewart, P. (1999). *The birthday presents*. Great Britain: Andersen Press Ltd.

Curriculum and Instruction

EDUC 6312
Unit Development Project

Name _____ Semester _____ Grade _____

Select a theme or topic related to your grade level TEKS. Plan a Unit that will last for two weeks. Fully develop lesson plans for any 3 days. Use the HBU lesson plan format. You will teach one of the lesson plans to the class. Use the Internet, library, magazines, newspapers, etc. to assist you. Do **not** just march through a textbook page by page although it may be used as a reference. Do not plagiarize from lesson plans found on the Internet or in teacher resource books although ideas may be modified.

5 point _____ **Title Page-** Include your name, unit name, subject, grade level, and length of unit.

5 points _____ **Rationale-** Write a paragraph or two describing what you hope to accomplish with this unit. Why should students study this topic? Include examples of how the information and skills learned will be used in life as well as in school.

40 points _____ **Unit Time Table-** Complete the unit chart listing the day, the name of the lesson, the planned activities, the goals, the objectives, the TEKS (reference by number), and resources. Do this for 10 days, even though you will only write out detailed, comprehensive HBU lesson plans for three days.

5 point _____ **Initiating and Culminating Activities-** List how you plan to introduce the unit and how you will conclude the unit. Include any room preparation, equipment, special activities, assessments, etc.

30 points _____ **Lesson Plans-** Provide detailed lesson plans for three days of the 10 day unit. At least one needs to integrate technology, one needs to be an inquiry lesson, and one needs to use some type of cooperative learning. Label what you have included at the top of the Lesson Plan. Be sure to write modifications as needed for special populations in the classroom on at least one of the lesson plans.

15 points _____ **Resources-** Design a bulletin board, power point slide used in the unit, and a Bibliography of any books, videos, software, websites, etc. used in the unit or in the preparation of the unit. The bulletin board and transparency/PP slide must have a paragraph for each explaining their use in the unit.

Total _____

Unit Plan Description EDUC 6302/6312 Curriculum & Instruction

This document is an addendum to the assignment description that you have already received for the **Curriculum and Instruction Unit Development Project**. I hope this offers additional assistance by providing a linear plan for successful completion of this important project. You may consider any of the following resources to help you: your field assignment teacher, the Internet, the Curriculum and/or Pacing Guides from a local school district (on their website), the course text, the library (student textbooks and other resources), and the sample unit that will be provided. Do not plagiarize (copy a unit or any other information exactly from the source). Adapt and revise as you go. A textbook may be used, but a unit is more than just marching through a textbook/workbook in sequence. Try to create an interesting set of learning activities that will keep your students engaged and active for the two-week period.

1. **Select a theme or topic related to the TEKS for a chosen grade level.** Consider the following when making your choice of theme or topic:
 - Start with a “big question” or idea (money, weather, Revolutionary War).
 - Determine why this unit is important and what connections it has for students.
 - Brainstorm for student activities (individual and group), resources, and materials.
 - Select a centerpiece (a video, a novel, a war, a painting, a social condition).
 - List possible activities that will involve your students.
 - Write down the essential skills emphasized.
 - Plan modeling and instruction for the concepts students will need to be successful.
 - Decide how student work will be assessed.
 - Consider the time elements involved for instruction, activities, review, and assessments.
 - Construct introductory activities and possible end-project assignments.
 - Reflect on whether or not the unit is in line with best practice and with your philosophy of teaching.

2. **Plan a Unit that will last for two weeks (10 days) that is based on the theme or topic chosen for your chosen grade level.** Present the 10-day plan in a matrix that will be provided for you. It includes (Day, Title, Description of Activities, Objectives, TEKS, and Resources/Textbook Pages).

3. **Fully develop lesson plans for any 3 days.** Use the *HBU Lesson Plan Format* to plan 3 days (of the 10) for your unit. The format will be provided for you.

4. **You will teach a portion of one lesson plan to the class.** Use the *Curriculum & Instruction Mock Lesson Plan Assignment* sheet provided for you to prepare your lesson.

5. **Refer to the *Unit Development Project* guidelines for the components and organization of this unit plan.**

Modified Lesson Plan for
5 Minute Mock Teaching Assignment
EDUC 6312
Curriculum & Instruction

(30 seconds-1 minute) **Focusing Event**

(Be prepared to begin the lesson by asking 1 or more questions to which the students will respond orally or in writing. Don't forget to "frame" the questions by 1) asking, 2) waiting, 3) calling on volunteers and non-volunteers.)

(2 minutes) **Teacher Input**

(This is where the core information for the lesson is presented. This is where all students need to get a really good start on the guided practice—using the information that was presented.)

(1-2 minutes) **Guided Practice**

(This is where the teacher asks students to use the information that was just presented. The instructor is providing formative feedback by allowing students to work together and/or by circulating among students to help as they practice. This part may have to be cut short before everyone is finished due to time constraints.)

(30 seconds-1 minute) **Closure**

(Keep an eye on the timekeeper. When you see there's 1 minute left, stop guided practice and begin closure. Here a teacher concludes the lesson by having students do some type of summary activity. Teachers may ask students a few questions, have them work one more math problem, have them write a journal entry stating what was learned today, or in any other way ensure that each one of the students rethinks today's lesson.)

Lesson Plan Presentation Rubric

Items being Assessed	Excellent 14 points	Satisfactory 13 points	Below standard 12 points
Anticipatory Set	Focused student attention on the lesson, a ‘grabber’, connected prior knowledge.	Focused student attention on the lesson	Not really focused, did not connect with students’ prior knowledge or is missing.
Teacher Input	Led or directed students to gain content understanding; incorporated alternative learning styles.	Provides basic information needed for students to gain the knowledge or skill.	Instructional input is vague. Did not define where it is from the rest of the lesson or teacher input is missing.
Modeling the behavior	Several examples of how students are to go about completing the lesson, includes details and incorporates alternative learning styles.	Once the material has been presented, the teacher uses it to show students examples of what is expected as an end product of their work.	Vaguely showed students what is expected or modeling the outcome is missing.
Check for comprehension	Checking for comp. is detailed with multiple examples of this throughout the lesson.	Checking for comp. is stated with at least one example of this	Checking for comp. not noticed
Guided practice	Several examples of activities are included that incorporate alt. learning styles, cooperative groups or individual work.	An opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher's direct supervision.	Guided practice is vague or no guided practice is present.
Closure	Clear, concrete, comprehensive; sets stage for new learning	Actions or statements are provided that are designed to bring a lesson presentation to an appropriate conclusion.	Closure is vague, or there is no closure mentioned.
Overall Mock lesson evaluation	Exceeds criteria. Lesson presentation is well thought out, content is sensitive to the students’ needs, and follows criteria in rubric	.Lesson presentation exhibits satisfactory characteristics as described in rubric. Meets passing criteria	Lesson presentation needs to incorporate the missing criteria for an improved assessment
Comments:		.	Total Score_____

Observation, Analysis/Application, and Reflection (OAR) Fieldwork Report EDUC 6302/6312:

The following refers to an on-going documentation of your 30 required hours of observation/participation during the field component of this course.

Keep an accurate log of hours using the form provided.

You will write a Journal entry in the Journal area of the Assignments section of Blackboard.

Pay particular attention to the strategies the teacher uses and to the reactions of the students. **You must have at least 5 separate journal entries.** On your first Journal entry, be sure to describe the classroom setting and the learning climate in the classroom. Identify the grade level and subject area that is being taught. Indicate any posted rules, organizational structure that you notice, job charts, procedures for lining up, etc. On either your first or second entry, indicate the usual schedule for the day in the classroom. On all entries, be sure to describe teaching sequences that you observe with the strategies that the teacher uses and the students' responses. If there are classroom management interchanges that you wish to note, you may do that as well. Management is an important part of the teaching climate in the classroom. Include your opinions and reactions to what you observed for each of the entries. (50% of grade)

Besides the journaling in the Discussion section of Blackboard, the OAR Report will include 5 other sections each worth 10% of your grade. These should be written to reflect the learning and experiences associated with the activities described below for each area. The complete OAR fieldwork reports are due at the end of the semester, although sections will be turned in before that.

1. **Goals.** The purpose of this activity is to focus on the importance of goal-setting. List one to three goals for yourself in this course/field component. Also, if possible, identify a student you can tutor for the next month or so and set a goal for them to accomplish in the time you have together.
2. **Objectives.** Copy a teacher's lesson plan and analyze the objectives using the criteria for useful instructional objectives. Revise those objectives as needed to meet the criteria. Identify the domains addressed in the lesson. Identify the levels of Bloom's taxonomy that are observed in the lesson and provide sample questions or activities to document the levels observed.
3. **Lesson Design.** Obtain or include one lesson plan from planning book and script the lesson while observing. NOTE: if you are teaching in your own classroom, either visit another teacher who agrees to have you, or audiotape your own lesson and script that. Analyze for opening, information sharing, application, independent practice, re-teaching, active learning, connections, and closing.
4. **Questioning and Communication.** If you are currently a classroom teacher or are allowed to teach a lesson in your fieldwork class, audiotape yourself teaching a lesson. Provide a brief description and analysis of your use of questioning and communication. List several questions and indicate the level of Bloom's taxonomy. Did you adequately cover the levels of Bloom's taxonomy? Support your answer.
If you are not teaching and do not have the opportunity to teach a class, please complete the Questioning Strategies Analysis Instrument during an observation of your mentor teacher.
5. **Self-Assessment and Reflection.** This should be detailed and refer back to your goals as well as to the tutoring progress you made if you were able to tutor a student during this semester. Additionally, reflect on your growth as a teacher. Did you have any personal insights as a result of fieldwork or class work? Has your philosophy of education changed during this semester? What will you take away from this Fieldwork experience?

Please compile all sections into one report to be turned in at the end of the semester. You will copy the Journal entries and add them to the report as well as the Discussion assignments. The Teacher Placement Information, Mentor Teacher Training form, and your Log of Hours will be turned in at the same time.

Questioning Strategies Analysis Instrument EDUC 6312 Curriculum & Instruction

Listen to a teaching session or sessions conducted by your mentor teacher. Use a tally mark system to classify the types of questions asked. Total each area. Try to get a cumulative total of all levels of approximately 20 questions. Figure the percentages of each type of question asked.

1. Types of questions

a. Knowledge	Total = _____
b. Comprehension	Total = _____
c. Application	Total = _____
d. Analysis	Total = _____
e. Synthesis	Total = _____
f. Evaluation	Total = _____

Total number of questions= _____

Knowledge	_____ %
Comprehension	_____ %
Application	_____ %
Analysis	_____ %
Synthesis	_____ %
Evaluation	_____ %

