ED 4323 Teaching in the Secondary School

Fall 2016

Professor:	Dr. Sonja Varbelow
Telephone:	325.486.6946
Email:	sonja.varbelow@angelo.edu
Office (physical):	Carr 126
Office (virtual):	FaceTime: sonja.varbelow@angelo.edu
	Skype: Dr.Varbelow
Office Hours:	MW 11:00 – 12:00 & 1:00 – 3:00
	TR 2:00 – 4:00
	Additional office hours, physically & virtually, by appointment

> Please communicate with me.
>
> Visit or call me in my office, via FaceTime or Skype. Email me.
>
> Let me know how you are doing or if you have any questions or concerns, and
>
> I'll help however I can.

Course Description

This course focuses on the organization and management of classroom environments and student behavior. This includes legal, ethical, and teacher professional performance issues related to public schools. Specifically, this course addresses PPR Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession. This course is to be taken concurrently with clinical teaching.

Required Textbooks & Materials

Mandatory

- Gruwell, E. (1999). *The Freedom Writers diary: How a teacher and 150 teens used writing to change themselves and the world around them*. New York: Doubleday. (required)

- o Note: If you are a social studies/history teacher, you may choose the following book instead: Wineburg, S. S. (2001). *Historical thinking and other unnatural acts: Charting the future of teaching the past*. Philadelphia: Temple University Press.
- Blackboard (must be checked daily)
- ASU Ramport email (must be checked daily)

Recommended

1. Nath, J.L. and Cohen, M.D. (2005). *Becoming a Middle School or High School Teacher in Texas: A Course of Study for the Pedagogy and Professional Responsibilities (PPR) TEXES.* Belmont, CA: Wadsworth Cengage Learning. (This book is recommended for PPR preparation but not mandatory for our course.)

Course Objectives

By the end of the semester, the candidate is able to:

1. Design & implement lessons based on understanding human development
2. Design & implement authentic, engaging lessons based on understanding student diversity
3. Analyze student learning outcomes to design effective instruction
4. Effectively manage student behavior to further student responsibility & self-development
5. Identify personal strengths & weaknesses and suggest appropriate actions design & implement more effective lessons

Methods of Instruction

- Online Activities
- Independent Studies
- Assigned Readings

Assignments & Evaluation

Contextual Factors Assignment	20%
Professional Roles & Responsibilities Assignments	20%
Articles Assignment	20%
Reflexive Teacher Assignment	20%
Weekly Journals	20%

You should always be aware of your current course grade, which is shown as your Weighted Total on Bb/Grades. Please note that your grades are weighted, which means that your final course grade is different from the arithmetic mean. Teacher candidates have to have a grade of C or better in this class to count toward certification (ASU OP10.04 Academic Regulations Concerning Student Performance http://www.angelo.edu/opmanual/#s10)

Contextual Factors Assignment

You will make yourself knowledgeable about the specific conditions of the students who you will be teaching. See Bb for specific instructions, requirements and expectations. This assignment is directly related to the Reflexive Teacher Assignment below.

Professional Roles & Responsibilities Assignments

You will familiarize yourself with the Teacher Code of Conduct, understand the danger of ethics being a gray area rather than black and white, and reflect on an ethical dilemma. See Bb for specific instructions, requirements and expectations.

Further, throughout the semester you will participate in department meetings, school activities and an open house. Reflect on your experiences with the campus community. See Bb for specific instructions, requirements and expectations.

Article Assignment

You will choose five articles on diverse educational topics from newspapers around the country and the world that I provide you with. You will reflect on the educational issues at hand. To reflect means to make meaning of things in their connection to other things. In other words, rather than agreeing or disagreeing with something, say what things *mean to you*. Once you have clarified that, think about the "so what?"

Reflexive Teacher Assignment

Based on your Contextual Factors Assignment above, you will design a lesson, analyze student learning, and evaluate the effectiveness of your teaching. See Bb for specific instructions, requirements and expectations.

Weekly Journals

You will choose one of the books listed above and read it throughout the semester. Each Sunday night by midnight, you will post a journal (Bb/Journals) in which you briefly reflect on the reading. There is no specific length or format as long as you do not summarize. Reflect on

how the reading makes sense with what you already know, never knew, experienced, observed in a classroom, have been thinking about, are afraid of, etc.

Course Schedule

Week	Topics	Assignments Due on Sundays by Midnight
1 - 3	Introduction • Course expectations & requirements Contextual Factors • City – District – Community – School – Classroom – Students - Implementations	Contextual Factors due 09.18.16
4 - 6	Professional Roles and Responsibilities Part I • Teacher Code of Conduct	Ethics Assignment due 10.02.16
7 - 9	Article Assignment • From local to global thinking	Article Assignment due 10.30.16
10 - 12	Reflexive Teacher • Design instruction according to contextual factors (see first assignment) • Analyze student learning • Reflect on effectiveness of methods and student learning	Reflexive Teacher Assignment due 11.13.16
13 - 15	Professional Roles and Responsibilities Part II • Open House, Department Meeting, school activity	Campus Community Reflection due 12.04.16

Course Policies

Attendance

This is a 100% online course. This means that attendance is measured in the way you reply to emails. Be sure to check them daily and reply within 24 – 48 hours.

Assignments

Assignments are due by midnight on Sundays. Please check Bb/Assignment Due for specific dates. All assignments are to be submitted through Bb only. The professor reserves the right to return, for resubmission, any work that is not neatly, legibly, and professionally submitted in APA format. In addition, assignments containing multiple spelling, usage, and/or mechanics errors will be returned for revision upon the discretion of the professor, or a reduced grade may be assigned.

Late Work

One letter grade will be deducted for all late work. Late work is considered only if turned in within one day from the date it was due.

Angelo State University   *Varbelow*   *Department of Teacher Education*

ASU Policies

Academic Honesty

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Plagiarism and cheating are grounds for dismissal from this class. You are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the *Student Handbook*. (www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf)

Persons Seeking Accommodations

Persons with disabilities, which may warrant academic accommodations, must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. Candidates are encouraged to make this request early in the semester so that appropriate arrangements can be made. OP 10.15 Providing Accommodations for Students with Disabilities

http://www.angelo.edu/opmanual/#s10

Syllabus Disclaimer:
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provisions herein, with the exception of Course Description and Course Objectives with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes, and information about such changes will be available at all times from the instructor. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus to successfully complete the requirements of this course. Questions regarding information on the syllabus and course requirements need to be addressed by the students when the syllabus is received.

Learning Outcomes

The following chart lists the learning outcomes for this course. Learning outcomes for this class are based on ASU Undergraduate Learning Goals, TExES Standards and Competencies for Teachers, and NCATE accreditation standards. More information for each of these can be found at the Internet links.

Assessments →	Contextual Factors	PPR Assignment	Reflexive Teacher	Motivation Assignment	Journal Assignment
ASU Undergraduate Learning Goals					
1. Liberal knowledge and skills of inquiry, critical thinking, and synthesis	X	X	X	X	X
2. Core skills	X	X	X	X	X
3. Specialized knowledge	X	X	X	X	X
4. Social responsibility	X	X	X	X	X
5. Cultural Identity	X	X	X	X	X
TExES Competencies					
Competency 001 – The teacher understands human developmental processes and applies this knowledge to plan instruction & ongoing assessment that motivate students and are responsive to their developmental characteristic & needs.	X	X		X	X
Competency 002 – 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.	X	X	X	X	
Competency 003 – Understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.	X	X	X	X	X
Competency 004 – Understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction & appropriate assessments.	X	X	X	X	

Competency 005 – Knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical & emotional environment that is safe & productive.	X	X	X	X	X
Competency 006 – Understands strategies for creating an organized and productive learning environment and for managing student behavior.	X	X		X	
Competency 007 – Understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.	X		X	X	X
Competency 011 – Understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.	X		X	X	

InTASC Standards 1 – 10 are addressed within the course assignments and clinical teaching experience. InTASC Standards: http://www.ccsso.org/resources/publications/intasc_model_core_teaching_standards_2011_ms_word_version.html

ISTI Standards 1-5 are addressed within the course assignments and clinical teaching experience. Check Bb/Standards for detailed descriptions.