ED 4322 Teaching Techniques in the Secondary School I
Spring 2018

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 am – 12:30 pm & 1:00 – 3:00
TR 12:30 am – 2:00 pm
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 is a study of the teaching process in the secondary school, including measurement and evaluation of student achievement, instructional media and technology, and planning. A field experience of 15 hours in a secondary school is required. This course addresses PPR Standard 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.

This is a CONNECT! Course, which requires you to spend 15 hours in a high school classroom to engage in the campus- and classroom community. For example, you will assist your mentor teacher with small groups of students, and you will implement two complete lessons that you must design based on the contextual factors characterizing your students and their
learning situations. At the end of this service learning project, you will reflect on your ability to engage effectively in the community.

**Required Textbooks & Materials**

**Mandatory**

2. Taskstream account
3. Blackboard (must be checked daily)
4. ASU Ramport email (must be checked daily)

**Course Objectives**

By the end of the course, you will:

1. Understand how teaching influences learning and classroom climate.
2. Use Blooms taxonomy to create learning objectives and to scaffold instruction.
3. Use various teaching strategies to design authentic lessons and differentiating instruction in order to engage diverse learners.
4. Design a unit of instruction based on social learning theory.
5. Create assessments appropriate to evaluate teaching & learning.

**Methods of Instruction**

- In-class & online activities
- Class Café (Discussion Board on BlackBoard that you must subscribe to)
- Assigned readings
- Independent studies, projects, and reflections
# Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Concept</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01.17.18</td>
<td>Course Syllabus &amp; Expectations</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>01.22.18</td>
<td>Presentation Teaching</td>
<td>Field-Based Applications (Ms. Lori Herron)</td>
</tr>
<tr>
<td></td>
<td>01.24.18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>01.29.18</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>01.31.18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>02.05.18</td>
<td></td>
<td>Micro Lesson #1</td>
</tr>
<tr>
<td></td>
<td>02.07.18</td>
<td></td>
<td>Print &amp; Bring Mentor Letter</td>
</tr>
<tr>
<td>5</td>
<td>02.12.18</td>
<td>Lesson Planning</td>
<td>LP Presentation Teaching Draft</td>
</tr>
<tr>
<td></td>
<td>02.14.18</td>
<td></td>
<td>LP Presentation Teaching Final</td>
</tr>
<tr>
<td>6</td>
<td>02.19.18</td>
<td>Skills Teaching (Direct Instruction)</td>
<td>Task Analysis Presentations</td>
</tr>
<tr>
<td></td>
<td>02.21.18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>02.26.18</td>
<td>Reflections: Lessons Learned</td>
<td>Micro Lesson #2</td>
</tr>
<tr>
<td></td>
<td>02.28.18</td>
<td>Designing handouts, visuals, other materials</td>
<td>LP Skills Teaching Draft</td>
</tr>
<tr>
<td>8</td>
<td>03.05.18</td>
<td>Reflections: Lessons Learned</td>
<td>LP Skills Teaching Final</td>
</tr>
<tr>
<td></td>
<td>03.07.18</td>
<td></td>
<td>Implemented Lesson #1</td>
</tr>
<tr>
<td>9</td>
<td>03.19.18</td>
<td>Cooperative Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>03.21.18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>03.26.18</td>
<td></td>
<td>Micro Lesson #3</td>
</tr>
<tr>
<td></td>
<td>03.28.18</td>
<td></td>
<td>LP Cooperative Learning</td>
</tr>
<tr>
<td>11</td>
<td>04.02.18</td>
<td>Group Investigation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>04.04.18</td>
<td>Final Exam Observations</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>04.09.18</td>
<td></td>
<td>Micro Lesson #4</td>
</tr>
<tr>
<td></td>
<td>04.11.18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>04.16.18</td>
<td>Problem-Based Learning (PBL)</td>
<td>Observation Log</td>
</tr>
<tr>
<td></td>
<td>04.18.18</td>
<td>[Final Exam Observations]</td>
<td>Connect! Reflection &amp; Survey</td>
</tr>
<tr>
<td>14</td>
<td>04.23.18</td>
<td>De-briefings for Final Exam</td>
<td>Micro Lesson #5</td>
</tr>
<tr>
<td></td>
<td>04.25.18</td>
<td>Lessons</td>
<td>LP PBL</td>
</tr>
<tr>
<td>15</td>
<td>04.30.18</td>
<td></td>
<td>Final Exam Lesson (Implemented Lesson #2)</td>
</tr>
<tr>
<td></td>
<td>05.02.18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assignments & Evaluation

1. Lesson Plans 30%
2. Micro Lessons 30%
3. Reflections 10%
4. Implemented Lessons 30%

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.

LPs

You will design four very thorough and detailed lesson plans following the format outlined in the LP Thinking Map (Bb/Course Docs). You will plan each of these lessons together with a colleague in your content area. The choice of grade level and topic is yours.

Micro Lessons

With a colleague, you will implement four 10-15 minute micro lessons whose purpose is for you to practice the teaching techniques you learn in this course. After each micro lesson, you will receive immediate feedback from your colleagues and your professor.

Observation Analyses

You will reflect on your classroom observations and analyze what you observed.

Implemented Lessons

You will teach two lessons in the classroom in which you complete your field-based component. The first lesson will be observed and evaluated by your mentor teacher. I will visit you for the second lesson. It will be difficult to sync your schedule, your mentor’s schedule and mine, so arrange this with your mentor early and suggest a date/time to me as soon as possible.

Course Policies

Assignments

Assignments are due by 12:30 pm on the date listed. 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.

**Attendance**

Your attendance is absolutely mandatory. Each student is allowed **two absences** without penalty. Use them for an emergency situation only and inform me by e-mail before our meeting. Any absence after the second will result in the deduction of a letter grade at the end of the semester, *as does leaving early*. There are three types of excused absences: competing in an ASU athletics event, participating in a religious holy day, or fulfilling military service. If you must be absent due to illness or work, that is unfortunate but not excused.

If you miss a class meeting, it is your responsibility to contact a fellow student to obtain notes and explanation of class discussions and homework. Tardies are absolutely unacceptable and will be reflected in your final grade.

**Cell Phones & Laptops**

You may take all notes electronically. I trust that you do not waste what hard-earned cash you spent on this course by using our class time to catch up on social media and such. And I am certain that, as a soon-to-be teacher, your fear of karma will prevent you from texting during class.

**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.

---

*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, InTASC and ISTI standards. More information for each of these can be found at the Internet links.

<table>
<thead>
<tr>
<th>Assessments</th>
<th>ASU Undergraduate Learning Goals</th>
<th>TExES Competencies</th>
<th>InTASC Standards</th>
<th>ISTI Standards 1-4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lesson Planning</td>
<td>Micro Lesson</td>
<td>Observation Analyses</td>
<td>In-class Activities &amp; Homework</td>
</tr>
<tr>
<td>1. Liberal knowledge and skills of inquiry, critical thinking, and synthesis</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Core skills</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Specialized knowledge</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4. Social responsibility</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5. Cultural Identity</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

### ASU Undergraduate Learning Goals

1. Liberal knowledge and skills of inquiry, critical thinking, and synthesis

2. Core skills

3. Specialized knowledge

4. Social responsibility

5. Cultural Identity

### TExES Competencies

**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 003:** 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.

**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 007:** 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 achievements; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

### InTASC Standards

See Bb for detailed descriptions

### ISTI Standards 1-4

Check Bb/Standards for detailed descriptions
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