ED 4321 Teaching Techniques in the Secondary School I
Fall 2018

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T: 2:00 pm – 3:00 pm
R: 10:30 am – 12:30 pm & 2:00 pm – 3:00 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 structure, organization, and management of the secondary
school system emphasizing state and local structures in Texas. It includes an examination of
special student populations, the legal and ethical aspects of teaching, and career development. A
field experience of 15 hours in a secondary school is required. This course addresses PPR
Standards I & II:
Standard I: The teacher designs instruction appropriate for all students that reflects an
understanding of relevant content and is based on continuous and appropriate assessment.
Standard II: The teacher creates a classroom environment of respect and rapport that
fosters a positive climate for learning, equity, and excellence.

Angelo State University Varbelow Department of Teacher Education
**Required Textbooks & Materials**

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 factors that influence learning, teaching, and classroom climate.
2. Use differentiated instruction to plan lessons for diverse student populations.
3. Develop goals and objectives suitable for students with varied learning needs and interests.
4. Design lessons conducive to a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
5. Create assessments appropriate to evaluate teaching & learning.

**Methods of Instruction**

- Online activities (video lectures, BlackBoard)
- Mandatory class meetings (every Thursday at 11 am, blue highlights below)
- Class Café (Discussion Board on BlackBoard that you must subscribe to)
- Assigned readings
- Independent studies, projects, and reflections

**Assignments & Evaluation**

1. Lesson Planning 25%
2. Observation Analyses 25%
3. Mentoring Assignment 25%
4. Class Preparation Assignments 25%

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.
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Concept</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1    | 08.28.18
  08.30.18 | Course Syllabus & Expectations | Bring Syllabus                                    |
| 2    | 09.04.18
  09.06.18 | II Diversity
  1. Learning Abilities
  2. Teacher Expectation Theory
  3. Learning/Thinking Styles
  4. Intelligence | Read *Depressingly Easy*
  Complete MI Test
  Micro Lesson
  Submit 1st Mentoring Journal |
| 3    | 09.11.18
  09.13.18 | II Diversity continued
  5. Learning Styles & Preferences | Continue Weekly Mentoring Journals until 10.18.18 |
| 4    | 09.18.18
  09.20.18 | II Diversity continued
  6. Bloom’s Taxonomy
  7. Lesson Planning | Collect Classroom Examples
  OA #1: Bloom’s, TET, MIs
  Design Lesson Scaffold (LP Skeleton)
  LP #1 with Focus on:
  MIs, Learning Styles/Preferences, Bloom’s |
| 5    | 09.25.18
  09.27.18 | II Diversity continued
  8. Cultural Diversity
  9. Exceptionalities | LP #2 with Focus on:
  Cultural Diversity,
  Differentiated Instruction |
| 6    | 10.02.18
  10.04.18 | III Teacher Planning (video lecture) | Complete T Planning Map |
| 7    | 10.09.18
  10.11.18 | IV Classroom Management
  10.30.18
  11.01.18 | Teacher Interview
  Mentoring Visitation Log
  Final Reflection on Mentoring
  OA #2: Classroom Management |
| 8    | 10.16.18
  10.18.18 | V Assessment
  11.06.18
  11.08.18 | Assessment Assignment
  LP #3 with Focus on:
  Assessment |
| 9    | 10.23.18
  10.25.18 | Thanksgiving
  11.13.18
  11.15.18 | Purpose
  Summative & Formative
  Authentic Assessment
  Supply- and Objective-Type |
| 10   | 11.20.18 | Thanksgiving
  11.29.18 |
| 11   | 11.27.18 | Thanksgiving |
| 12   | 12.04.18 | Thanksgiving |

1 This course is a hybrid, which meets on Tuesdays only with the exception of the first Thursday (August 30) where we also meet. Meeting dates are marked in blue.

### Lesson Planning

Throughout the semester, you will complete diverse lesson planning activities and design coherent LPs with different foci. You may choose to plan together with a colleague in your content area. Specific instructions, expectations, requirements and evaluation rubrics are posted.
Mentor Assignment

You will be an individual mentor for one student either from LVHS, Carver Learning Center, or the Boys & Girls Club. You will meet with the child twice a week for 30 minutes for six weeks. Prior each meeting, you will set specific goals; following each visit, you will write a reflective journal that you will submit through Bb every Sunday.

Observation Analyses

You will reflect on your classroom observations with focus on a topic we discussed in class. A rubric, which is posted on Bb, outlines specific instructions, requirements and expectations. Note that this is not a summary of what you observed but an analysis with a special focus.

Class Preparation Assignments

Micro Lesson: With a colleague, you will implement a 10-15 minute micro lesson whose purpose is for you to practice standing in front of a group of people to teach. After the micro lesson, you will receive immediate feedback from your colleagues and your professor.

Readings: Complete assigned readings and be prepared to raise discussion questions during our meetings.

Teacher Interview: You will interview your mentor teacher and write a reflection that includes your continuous thoughts on the purpose of school in general and specifically on your own future classrooms.

Specific instructions, expectations, and requirements for all assignments are posted on Bb.
Course Policies

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 unless otherwise instructed by the professor. 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

This course is a hybrid, and your attendance is absolutely mandatory. Each student is allowed one absence without penalty. Use it for an emergency situation only and inform me by e-mail before our meeting. Any absence after the first 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.

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.


Specific conditions for courses taught in the Department for Teacher Education: At the first incident of plagiarism, the student will receive a zero for the plagiarized assignment while this infraction will be noted on the student's records. Should there be a second occurrence of plagiarism, the student will receive a final grade of F for the course and another infraction report will be added to the student's permanent records.

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
## 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.

### Assessments

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Lesson Planning</th>
<th>Micro Lesson</th>
<th>Observation Analyses</th>
<th>In-class Activities &amp; Homework</th>
<th>Journals</th>
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<tbody>
<tr>
<td><strong>ASU Undergraduate Learning Goals</strong></td>
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<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>
<td>X</td>
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<tr>
<td>2. Core skills</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>3. Specialized knowledge</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>4. Social responsibility</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>5. Cultural Identity</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>TExES Competencies</strong></td>
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<td>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.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Competency 003: Understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.</td>
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<td>X</td>
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<td>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.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<td>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.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>Competency 007: Understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<td>Competency 008: The teacher provides appropriate instruction that actively engages students in the learning process.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<td>Competency 009: The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>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.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>InTASC Standards</strong></td>
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<td>See Bb for detailed descriptions</td>
<td>X</td>
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<td><strong>ISTI Standards 1-4</strong></td>
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<tr>
<td>Check Bb/Standards for detailed descriptions</td>
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