



ED 4322 Teaching Techniques in the Secondary School I
Fall 2019

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: 10:30 am -12:00 pm & 1:30 pm – 3:00 pm
 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 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 course 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

1. Taskstream account
2. Blackboard (must be checked daily)
3. ASU Rampart email (must be checked daily)

Recommended

1. Arends, Richard I. (2015). *Learning to Teach* 10th Ed. McGraw-Hill. Parts 3 & 4.
ISBN 978-0-07-811030-6

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
- Assigned readings
- Independent studies, lessons, projects, and reflections

Course Schedule

| Week | Date | Concept | Assignment Due |
|------|----------|--|--|
| 1 | 08.27.19 | Course Syllabus & Expectations | |
| | 08.29.19 | Methodology 1: Presentation Teaching | Field-Based Applications (EPI Center) |
| 2 | 09.03.19 | | |
| | 09.05.19 | | |
| 3 | 09.10.19 | | Lesson Planning |
| | 09.12.19 | | |
| 4 | 09.17.19 | LP Presentation Teaching Draft | |
| | 09.19.19 | LP Presentation Teaching Final | |
| 5 | 09.24.19 | Methodology 2: Skills Teaching (Direct Instruction) | Print & bring Mentor Letter (Bb/Course Docs) |
| | 09.26.19 | | |
| 6 | 10.01.19 | | Task Analysis Presentations |
| | 10.03.19 | | LP Skills Teaching Draft |
| 7 | 10.08.19 | Designing handouts, visuals, other materials | Micro Lesson #2 |
| | 10.10.19 | | |
| 8 | 10.15.19 | | LP Skills Teaching Final |
| | 10.17.19 | | Implemented Lesson #1 |
| 9 | 10.22.19 | Methodology 3: Cooperative Learning | |
| | 10.24.19 | | |
| 10 | 10.29.19 | | Micro Lesson #3 |
| | 10.31.19 | | LP Cooperative Learning |
| 11 | 11.05.19 | Methodology 4: Group Investigation | |
| | 11.07.19 | | |
| 12 | 11.12.19 | | Micro Lesson #4 |
| | 11.14.19 | | |
| 13 | 11.19.19 | Putting it all together: Conceptual Unit Plan | Observation Log |
| | 11.21.19 | | |
| 14 | 11.26.19 | | Conceptual UP Draft |
| | 11.28.19 | | Classroom Management |
| 15 | 12.03.19 | | Conceptual UP Final |
| | 12.05.19 | | Final Exam Lesson (Implemented Lesson #2) |

Assignments & Evaluation

- | | |
|------------------------|-----|
| 1. Lesson Plans | 25% |
| 2. Conceptual UP | 25% |
| 3. Micro Lessons | 25% |
| 4. Implemented Lessons | 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.

LPs

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

Conceptual UP

After having learned diverse methodologies, you will design a conceptual unit plan consisting of at least three different LPs, employing at least three different methodologies.

Micro Lessons

With two colleagues, you will implement two 10-15 minute micro lessons (one teacher-centered & one student-centered approach) 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.

Implemented Lessons

You will teach two lessons in the classroom in which you complete your field-based component. These lessons will be observed and evaluated by your mentor teacher.

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.

| Assessments | Lesson Planning | Micro Lesson | Observation Analyses | In-class Activities & Homework | Journals |
|---|-----------------|--------------|----------------------|--------------------------------|----------|
| 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 | |
| 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. | X | 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: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments. | X | X | X | X | X |
| 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. | X | X | X | X | X |
| Competency 007: Understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts. | X | X | X | X | X |
| Competency 008: The teacher provides appropriate instruction that actively engages students in the learning process. | X | X | X | X | X |
| Competency 009: The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students. | X | X | X | X | X |
| 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. | X | X | X | X | X |
| InTASC Standards | | | | | |
| See Bb for detailed descriptions | X | X | X | X | X |
| ISTI Standards 1-4 | | | | | |
| Check Bb/Standards for detailed descriptions | X | X | | X | |

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*.

<https://www.angelo.edu/student-handbook/code-of-student-conduct/misconduct.php>

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.

Student Disability Services

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford

Director of Student Disability Services

Office of Student Affairs

325-942-2047

dallas.swafford@angelo.edu

Houston Harte University Center, Room 112

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

- Online: www.angelo.edu/incident-form
- Face to Face: Mayer Administration Building, Room 210 Phone: 325-942-2022
- E-Mail: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact

- the University Counseling Center (325- 942-2371)
- the 24-Hour Crisis Helpline (325-486-6345)
- the University Health Clinic (325-942- 2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.