



TTE 536 – Alternatives in Secondary Education (Teach Arizona – Fall Semester, 2017)

Course Time: Mondays (Cohort 2) & Wednesdays (Cohort 1), 1:00-3:30pm

Course Location: Tucson: Flowing Wells HS, Room 52

Instructor: Patty Stowers, Ed. D.

Contact Information: pstowers@email.arizona.edu or 577-6929

Office Hours: Tucson: 12:00-1:00pm, Monday/Wednesday

Course Description

In this course, theoretical bases, methods and strategies for managing behavior and delivering instruction in secondary classrooms are examined, discussed and applied. You will extend your professional knowledge and develop the skills and dispositions necessary to meet some of the national standards for teachers:

- The InTASC Standards
http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf
- The ISTE NETS-T Standards
http://www.iste.org/Libraries/PDFs/NETS-T_Standards.sflb.ashx

Course Objectives

The learner will be able to ...	Standard
Create a positive and productive classroom environment for all students	<i>InTASC Standards: (3)a, c, d, i, j, k, n, o, q</i>
Prevent discipline problems and effectively handle the ones that do arise	<i>InTASC Standards: (3)e, f, k, q, r</i>
Develop positive, respectful and contributory relationships with parents	<i>InTASC Standards: (1)c, k; (3)a; (10)d, q</i> <i>ISTE NETS-T Standard: (3)c</i>
Plan units and lessons that align with national, state and district content and language standards	<i>InTASC Standards: (2)e, g, i; (4)j, n; (7)a, c, d</i> <i>ISTE NETS-T Standard: (2)a</i>
Develop appropriate learning objectives and properly sequence lessons	<i>InTASC Standards: (4)d; (7)b, c, d, f, g, i, j, k, l, n, p, q</i>
Assess student learning efficiently throughout the lesson	<i>InTASC Standards: (1)a; (4)r; (6)a, e, q, r, t; (7)l; (8)b</i>
Use effective instructional strategies to engage all students actively in learning	<i>InTASC Standards: (1)d, e; (2)a, c, f, h; (4)d, e; (8)a, e, j, k, l, p</i>
Ask questions and lead discussions effectively	<i>InTASC Standards: (1)b; (8)f, h, i, q</i>
Work with colleagues to develop your skills and create educational materials	<i>InTASC Standards: (10)f, n, r, s</i> <i>ISTE NETS-T Standard: (5)a</i>
Reflect on your personal beliefs, skills and professional development	<i>InTASC Standards: (9)a, b, l, n, o, t; (10)f</i>

Common Core State Standards/Arizona's College and Career Ready Standards (AZCCRS)

All methods courses in the Teach Arizona program require our pre-service teachers to create unit/lesson plans, instructional activities and assessments that align to the AZCCRS (Common Core) State Standards, as well as other relevant national, state, and district standards:

- The Common Core State Standards: <http://www.corestandards.org/>
- Arizona's College and Career Ready Standards: <http://www.azed.gov/azccrs/>

Course Topics

Classroom Management:

- Establishing a Management Plan
- Procedures/Rules/Consequences
- Management Skills
- Motivation and Behavior
- Discipline Strategies
- Collaborating with Parents

Instruction:

- Anticipatory Sets
- Active Participation
- Checking for Understanding
- Guided and Independent Practice
- Effective Questioning Techniques
- Closure

Planning:

- Aligning plans to Standards
- Unit Planning
- Lesson Planning
- Writing Objectives
- Task Analysis
- Formative Assessment

Textbooks

- Required readings will be distributed in class or posted to D2L
- Recommended Texts: (These books would be great additions to your professional library. Chapters from these texts correspond to our units of study. You are not required to purchase these texts.)
 - Learning to Teach by Richard I. Arends
 - The First Days of School by Harry Wong
 - Teach Like a Champion by Doug Lemov
 - Tools for Teaching by Fred Jones
 - The Core Six: Essential Strategies for Achieving Excellence with the Common Core by Matthew Perini

Classroom/Site Rules and Procedures

1. Please park only in the designated parking lot at Flowing Wells. Do not park in the spaces adjacent to the Flowing Wells School District building.

2. Always wear your UA ID lanyard when coming to class on the Flowing Wells campus, and please dress appropriately.
3. Please arrive on time.
4. Food and drinks are allowed in the classroom. Take restroom breaks as needed.
5. Turn off all cell phones and pagers prior to the start of class.
6. Assignments are due by midnight on the day your cohort meets for class that week, unless otherwise specified. Assignments turned in late will be reduced by one letter grade for each week beyond the due date.
7. It is expected that all work will be professionally presented, including having been proofread for spelling and grammatical errors.
8. Regular attendance in class is required. Beginning with the second unexcused absence and for each unexcused absence thereafter, the course participation points will be reduced. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.
9. Students are expected to adhere to the Code of Academic Integrity which addresses issues such as: cheating, fabrication, facilitating academic dishonesty, and plagiarism. The Code of Academic Integrity can be found at: <http://deanofstudents.arizona.edu/codeofacademicintegrity>
10. Students should be familiar with the UA Code of Conduct. The Dean of Students Office has developed information about policies, procedures, rights and responsibilities that are expected to be followed by students. The UA Code of Conduct can be found at: <http://deanofstudents.arizona.edu/policiesandcodes>.
11. The College of Education joins in the University of Arizona's commitment to an environment free of discrimination, harassment and retaliation based on race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or other protected characteristics. If you have questions or concerns about possible discrimination or harassment, please contact the University's Office of Institutional Equity, 520-621-9449, <http://equity.arizona.edu>.
12. Accessibility and Accommodations: It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. <http://drc.arizona.edu/>
13. Below is the Department of Teaching, Learning and Sociocultural Studies' Position Statement on Social Justice. I will strive to meet these expectations as an educator, and I encourage you to work with me in this endeavor.

Department of Teaching, Learning and Sociocultural Studies
Position Statement on Social Justice
Adopted March 25, 2014

The members of the TLSS community are committed to providing equal opportunity and nurturing an academic climate dedicated to social justice.

Injustice takes many forms. Oppressive acts are sometimes overt, but most are subtle, and are difficult to document. These hidden forms of discrimination are identified in the literature as microaggressions, often resulting from unexamined attitudes and beliefs. Macroaggressions are expressions of both the overt and systemic forms of injustice.

Our commitment to social justice reflects an orientation to our goals and practices in education and ultimately, an orientation to life that values a diversity and inclusion of viewpoints and experiences of all people as valuable contributors to the experience of schooling and society. This stance recognizes that individuals bring a variety of linguistic, social, and cognitive strengths from their families and communities into the classroom; we view these strengths as assets.

*We value and honor human diversity.

*We recognize that all relationships include dynamics of power. We are committed to relating to each other with conscious awareness and sensitivity to these power dynamics.

*We pledge to contribute to expanding the linguistic and cognitive strengths that learners possess and bring with them to the classroom.

*We understand that systemic policies, traditions, and laws along with personal beliefs, experiences and attitudes affect personal relationships and equitable treatment and opportunity for all.

*We strive to provide a context where we all have the venue, the opportunity, and the confidence to express our experiences and that these experiences will be heard constructively, critically, and with sensitivity.

*Hence, we are not color blind. We will not erase who someone is in the name of equality, nor deny the historical, material and emotional impacts of racialized and gendered identities, and colonial legacies.

We stand alongside and speak out with our colleagues, staff, students, and community members when any of us or others experience micro- or macroaggressions.

We recognize that those of us who enjoy privileged status due to our racialized, gendered, heteronormative, or otherwise privileged aspects of our identities may be unaware of the ways this privileged status marginalizes others. We pledge to listen to our colleagues, students, staff, and community members when any of us or others make efforts to remain diligent in maintaining awareness of micro, macro aggressions, and raise our awareness around issues of invisibility, marginalization, normativity, power, and privilege.

We view these goals as both crucial and ambitious. The entrenched nature of oppression requires both institutional restructuring and new social discourses. Therefore, our stance on disrupting existing and persisting inequities requires attention to micro and macro level interactions. Every interaction is an opportunity for disrupting processes of marginalization, whether overt or subtle, both through person-to-person exchange and through resisting oppressive structures and systems. We commit to holding one another and ourselves accountable, through our research and practice, to rejecting entrenched inequalities, and to cultivating new discourses as groundwork for imagining new social worlds.

Course Assignments & Assessments

This course aligns to the 6-unit morning field internship (TTE 593). The Expectancy Sheet, Unit Plan and Lesson Plan assignments should be designed for use in your school site classroom.

1. **Quizzes:** (20% of course grade)

There will be two quizzes during the semester. One will be given at the conclusion of the Classroom Management unit and the second will follow the Instruction unit. These will be short answer format. (InTASC: 1, 2, 3, 4, 6, 7, 8)

2. **Establishing Classroom Management:** (5% of course grade)

During the first few weeks of your site internship, you will collect field notes regarding your cooperating teacher's classroom management plan: efforts to develop a sense of community in the classroom, as well as the establishment of classroom rules, procedures and consequences. You will summarize your notes and reflect on the management plan in this first assignment. (InTASC: 3)

3. **Expectancy Sheet:** (10% of course grade)

You will create an expectancy sheet for one of the courses you will student teach this year. Expectancy sheets are distributed to students at the beginning of the year as a way to welcome students and parents, provide an overview of your course, explain your classroom management system, and provide avenues for communication with parents and students. The expectancy sheet you create for this assignment must include a list of the topics you will teach, your classroom expectations and/or classroom rules, the positive and negative consequences for classroom behavior, your classroom procedures, and your grading policy. (InTASC: 1, 3 and 10. ISTE NETS-T: 3)

4. **Unit Plan:** (10% of course grade)

You will create a unit plan for one unit you will student teach this year. The unit plan must be presented in a calendar format that includes the topic, standards and general activities that will be taught each day. In addition, you must include a comprehensive list of all materials needed to teach the unit. (InTASC: 4 and 7)

5. **Lesson Plan:** (10% of course grade)

You will create a lesson plan for one lesson you will student teach this year. The lesson plan must include a terminal behavioral objective, the content and language standards that are addressed, and a thorough task analysis of the lesson. You will also need to create and attach the instructional materials you will use to teach the lesson. (InTASC: 1, 2, 4, 6, 7 and 8. ISTE NETS-T: 2)

6. **Case Analyses:** (15% of course grade)

You will apply the educational research you have learned in the course by completing analyses of two separate classroom lessons. You will collaborate with your peers in identifying the mistakes made by the case teacher and recommending more appropriate strategies. In the first analysis, you will critique the teacher's classroom management decisions. In the second analysis, you will critique the teacher's lesson plan and instructional decisions. (Application of research regarding InTASC: 3, 6, 7 and 8. Demonstration of InTASC: 10)

7. **Class Participation:** (5% of course grade)

During this class, you will be asked to role play classroom management scenarios, collaborate to design instructional lesson segments, gather management and instructional data during your internship observations to report back to the class, and participate in class discussions regarding the required readings and other class topics. You will receive a class participation grade based upon your preparedness for and participation in these activities.

(InTASC: 3, 8, 9, 10. ISTE NETS-T: 5)

8. **Professional Portfolio:** (25% of course grade) ***This is a benchmark assignment for the course. You must pass the assignment to pass TTE 536. A passing grade is defined as an average score of “2” or above (across all categories) on the grading rubric.***

You will create a portfolio of your professional work to date. The portfolio must include a statement of your teaching philosophy, your resumé, a course expectancy sheet, a unit plan, a lesson plan, and additional items of your choosing. For each item in the portfolio, you must provide a description of which InTASC & ISTE standards are demonstrated by the item. A full description of this benchmark assignment, as well as the grading rubric, is attached.

(InTASC: 1, 2, 3, 4, 6, 7, 8, 9, 10. ISTE NETS-T: 2, 3)

Note: Information contained in this syllabus, with the exception of the attendance and grading policies, may be subject to change with reasonable advanced notice, as deemed appropriate by the instructor.

Benchmark Assignment: Developing a Professional Portfolio

“By developing professional portfolios, teachers are empowered to identify positive characteristics beneficial to the employer and present them in an organized manner.”

-Hurst, Wilson, Cramer (1998)

Rationale:

The act of creating a professional portfolio will afford you the opportunity to reflect on what you have accomplished thus far in your pre-service preparation. In this portfolio assignment, you will present evidence of your ability to meet the InTASC and ISTE NETS-T Standards. Next semester, you will expand this portfolio and put it into a website format, which can be shared with potential employers.

Required Contents:

1. Statement of Teaching Philosophy
2. Resumé
3. Course Expectancy Sheet
4. Unit Plan
5. Lesson Plan with accompanying materials

Additional Contents (of your choosing):

* **You must include at least two additional items to receive a grade of “4” on the rubric. Some suggested additional contents are:**

- College transcripts (Unofficial transcripts are fine. Remove SID, SSN and/or address)
- Evaluations from students and colleagues (Student names removed)
- Samples/photographs of student work (Obtain student permission. Do not include names/photos of the students, just show their work product.)
- A test or other assessment you have created
- A lab or simulation that you have created
- Additional unit/lesson plans you have created in other formats
- Evidence of professional development workshops attended
- Other (see me about your idea)

Reflections on the Standards:

EVERY “required” item (not including the Table of Contents or Statement of Teaching Philosophy) and ALL “additional” items in your portfolio must be preceded by a reflection page that presents:

- 1) A brief description of the item, followed by
- 2) An explanation of which **InTASC and ISTE NETS-T Standards** the item demonstrates.

Presentation:

Collect your portfolio items in some type of binder that allows for easy organization, access, and presentation at an interview. Your name must be prominently displayed on the cover. You must include a Table of Contents and index tabs to locate items. The presentation should be appealing and professional, with no grammatical, spelling or typing errors.

Grade: A grading rubric is attached.

How to Reflect on the Items in Your Portfolio

The introduction page should begin with a paragraph that explains what the item is. The reader of your portfolio (a potential employer) will not be familiar with the item, so take the time to describe what the item is, as well as when, how and with which classes you used the item.

Then you should have at least one paragraph that describes which of the national InTASC and ISTE NET-S standards are evident in that item. I want you to be specific when describing evidence of the standard --- Don't simply say that you are demonstrating all of Standard 2; instead cite which specific performance indicators (sub-standards) are evidenced. Below I have two sample excerpts written in slightly different ways. The first one works the standard number into the narrative; the other places it in parentheses at the end of the sentence. Either is fine with me. This shows the specificity I am looking for in the standards paragraph.

Sample 1

Standard 3 (c, f, i, j, o, p, q and r) of the InTASC Standards are all evident in my Expectancy Sheet, which promotes respect for everyone in the classroom, participation, positive attitudes, and the teacher's commitment to answer questions and provide assistance. There is also an outline for classroom management techniques, in accordance with InTASC Standard 3. The Weekly Web Assignment, which is weekly homework to be completed via e-mail, demonstrates InTASC Standard 8 (r) and ISTE NETS-T Standard 3(c) by emphasizing the use of technology as an instructional resource and method of communicating digitally with parents and students. The student/teacher/parent contract in the syllabus demonstrates InTASC Standard 3(c, n) by encouraging parents to be actively involved in their students' learning.

Sample 2

This Expectancy Sheet promotes respect for everyone in the classroom, participation of all students, positive attitudes, and the teacher's commitment to answer questions and provide assistance. It also includes an outline for classroom management techniques. (InTASC Standard 3: c, f, i, j, o, p, q and r) The Weekly Web Assignment, which is weekly homework to be completed via e-mail, demonstrates the use of technology as an instructional resource and an avenue for communication with students and parents. (InTASC Standard 8r, ISTE NETS-T Standard 3c) The student/teacher/parent contract in the syllabus encourages parents to be actively involved in their students' learning. (InTASC Standard 3:c, n)

Professional Portfolio – Grading Rubric

	4 - Accomplished	3 - Proficient	2 - Emergent	1 - Insufficient
Contents: Philosophy, Resume, Expectancy Sheet, Unit, Lesson, Additional Items (35%) <i>(InTASC: 1, 2, 3, 4, 6, 7, 8)</i> <i>(ISTE NETS-T: 2, 3)</i>	Contains all five required items, plus two additional items, that showcase professional skills, knowledge and dispositions	Contains all five required items, plus one additional item, that showcase professional skills, knowledge and dispositions	Contains all five required items, but no additional items	Does not contain all five required items
Description of each Portfolio Item (10%) <i>(InTASC: 1, 2, 3, 4, 6, 7, 8)</i>	Includes a thorough description (explanation of what the item is, and when and how it was used) of the required items and all additional items	Includes a thorough description of all but one of the required and additional items	Includes a thorough description of all but two of the required and additional items	Fails to include a thorough description of three or more items
Description of the Standards Demonstrated by each Portfolio Item (35%) <i>(InTASC: 9, 10)</i>	Includes a thorough description of the standards demonstrated in each portfolio item. The descriptions identify appropriate standards from InTASC and ISTE, and present a clear explanation of how the standard is evidenced	Includes a description of the standards demonstrated in each portfolio item, but the descriptions provide a somewhat limited explanation of how the standard is evidenced.	Includes a description of the standards demonstrated in each portfolio item, but the descriptions simply list the standards without providing an explanation of how the standard is evidenced.	Fails to include a description of the standards demonstrated in each portfolio item
Contents are presented in an organized and accessible manner (10%) <i>(InTASC: 9)</i>	Meets all of the following: Name and pertinent information displayed on cover; Table of Contents; Includes useable tabs for easily locating items; All pages are easy to access and read	Meets three of the following: Name and pertinent information displayed on cover; Table of Contents; Includes useable tabs for easily locating items; All pages are easy to access and read	Meets two of the following: Name and pertinent information displayed on cover; Table of Contents; Includes useable tabs for easily locating items; All pages are easy to access and read	Fails to present the items in an organized and accessible manner
Contents are presented in a professional manner (10%) <i>(InTASC: 9)</i>	Meets all of the following: No spelling, typing or grammatical errors; Includes new versions of content items (no teacher marks); No K-12 student names or photos	Meets two of the following: No spelling, typing or grammatical errors; Includes new versions of content items (no teacher marks); No K-12 student names or photos	Meets one of the following: No spelling, typing or grammatical errors; Includes new versions of content items (no teacher marks); No K-12 student names or photos	Fails to present the items in a professional manner