



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

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**Office Hours:** Before and after class or by appointment

**Class Location:** Chandler Community Center, Saturdays (see schedule)

### 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](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](http://www.iste.org/Libraries/PDFs/NETS-T_Standards.sflb.ashx)

### Course Objectives

<b>The learner will be able to ...</b>	<b>Standard</b>
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. During the course, I will suggest chapters from these texts that correspond to our units of study)
  - Learning to Teach by Richard I. Arends
  - The First Days of School by Harry Wong
  - Tools for Teaching by Fred Jones
  - Teach Like a Champion by Doug Lemov
  - The 12 Touchstones of Good Teaching by Bryan Goodwin & Elizabeth Hubbell

## Classroom Rules and Procedures

1. Please arrive on time.
2. Food and drinks are allowed in the classroom. Take restroom breaks as needed.
3. Turn off all cell phones and pagers prior to the start of class.
4. Regular attendance to all sessions is required. If there is an emergency please contact instructor prior to class. Course participation points may be reduced for unexcused absences. 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.

5. **Reading Discussions:** Most of the readings will be discussed through the D2L. Discussion posts should include specific references to the readings. Students are expected to stay current with all of the readings.
6. **Assignments:** Due dates for all major assignments are listed in the class schedule. Assignments turned in late may be subject to a reduction in grade unless prior arrangements have been made with the instructor. It is expected that all work will be professionally presented, including having been proofread for spelling and grammatical errors. Assignments are due by 11:30 PM on the due date. All assignments are to be submitted to the D2L drop box.
7. 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>
8. 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>.
9. 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>.
10. If formal, disability-related accommodations are necessary, register with the UA Disability Resource Center (621-3268; <http://drc.arizona.edu/>), so they can notify me of your eligibility for reasonable accommodations.

**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.

## **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. **Establishing Classroom Management:** (5% of course grade) **Due 8/25**  
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)
2. **Expectancy Sheet:** (10% of course grade) **Due 9/9**  
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)*

3. **Unit Plan:** *(10% of course grade) Due 11/4*

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, enduring understanding and essential questions, Common Core and content 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)*

4. **Lesson Plan:** *(10% of course grade) Due 11/18*

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 Common Core 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)*

5. **Case Analyses:** *(15% of course grade) Due 9/16 and 10/21*

You will apply the educational research you have learned in the course by completing analyses of two separate classroom lesson/scenarios. You will evaluate the lesson to indentify the mistakes made by the case teacher and recommend one or 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)*

6. **Class/Online Participation:** *(15% of course grade)*

During this class and in online forums, 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. *Attached to this syllabus is a rubric that will be used to grade participation in online discussions.*

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

7. **Course Reflections:** *(10% of course grade) Due 9/2 and 11/13*

You will post two formal reflections during the semester. The first reflection will be assigned at the conclusion of the Classroom Management unit. The second reflection will require you to synthesize your field notes to demonstrate what you have learned about teaching and learning during the fall semester.

*(InTASC: 1, 2, 3, 4, 6, 7, 8)*

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)*

# **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 last names removed)
- Samples/photographs of student work (Obtain student permission. Do not include names/photos of students)
- A test or other assessment you have created
- A lab or simulation that you have created
- Evidence of professional development workshops attended
- Other (see me about your idea)

## **Reflections on the Standards:**

Each “required” (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 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

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<p><b>Contents: Philosophy, Resume, Expectancy Sheet, Unit, Lesson, Additional Items (35%)</b></p> <p><i>(InTASC: 1, 2, 3, 4, 6, 7, 8)</i></p>	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
<p><b>Description of each Portfolio Item (10%)</b></p> <p><i>(InTASC: 1, 2, 3, 4, 6, 7, 8)</i></p>	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
<p><b>Description of the Standards Demonstrated by each Portfolio Item (35%)</b></p> <p><i>(InTASC: 9, 10)</i></p>	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
<p><b>Contents are presented in an organized and accessible manner (10%)</b></p> <p><i>(InTASC: 9)</i></p>	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
<p><b>Contents are presented in a professional manner (10%)</b></p> <p><i>(InTASC: 9)</i></p>	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

## Discussion Rubric

	Excellent	Above Average	Average	Below Average
<b>Initial Post Quality</b>	<p><u>4 pts:</u> Initial post completely addresses the discussion questions. Strong personal and professional connections are included. Strong examples from course materials are included.</p>	<p><u>3 pts:</u> Initial post mostly addresses the discussion questions. Some personal and professional connections are included. Good examples from course materials are included.</p>	<p><u>2 pts:</u> Initial post only addresses part of the discussion questions. Personal and professional connections are minimally included. Minimal examples from course materials are included.</p>	<p><u>1 pt:</u> Initial post does not address the discussion questions. Personal and professional connections are not included. No examples from course materials are included.</p>
<b>Response Quality</b>	<p><u>4 pts:</u> Responses are thoughtful and add to a meaningful discussion.</p>	<p><u>3 pts:</u> Responses are usually thoughtful and add to a meaningful discussion.</p>	<p><u>2 pts:</u> Responses are minimally thoughtful, but they do not add to the discussion in a meaningful way.</p>	<p><u>1 pt:</u> Responses not thoughtful and do not add to the discussion in a meaningful way.</p>
<b>Organization</b>	<p><u>4 pts:</u> Information is well-organized and free of English usage errors (spelling, grammar, proper paragraphs, complete sentences...)</p>	<p><u>3 pts:</u> Information is mostly well-organized and has 1-2 English usage errors.</p>	<p><u>2 pts:</u> Information is unorganized and difficult to follow. There are more than 3 English usage errors.</p>	<p><u>1 pt:</u> Information is unorganized and more than 5 English usage errors are present.</p>
<b>Time and Number</b>	<p><u>4 pts:</u> Initial post and at least 2 responses made on 2 or more different calendar dates.</p>	<p><u>3 pts:</u> Initial post and at least 2 responses made on the same calendar date.</p>	<p><u>2 pts:</u> Initial post and only 1 response made on the same calendar date.</p>	<p><u>1 pt:</u> Initial post and one or no responses made on or before the due date.</p>