

**Mississippi University for Women  
College of Education and Human Sciences  
Fall 2011 - Syllabus**

**EDUCATION 302 Section 03: The Art & Science of Teaching**

**INSTRUCTOR:**

**TEXTBOOKS:**

**REQUIRED:**

Charles, C. M. (2008). Building classroom discipline (8<sup>th</sup> Ed.). Boston: Allyn & Bacon.

Guillaume, A. M., Yopp, R. H., & Yopp, H. K. (2007). 50 strategies for active teaching: Engaging K-12 learners in the classroom. Upper Saddle River, NJ: Pearson.

**Supplemental Texts:** Strunk, W., & White, E.B. (2000). The elements of style (4<sup>th</sup> Ed.). New York, NY: MacMillan. (or text from a Composition class that includes all rules for Standard English composition)

**Optional:** Campbell, D. M., Cigetti, P. B., Melenzyer, B. J., Nettles, D. H., & Wyman, R. M (2004). How To Develop a Professional Portfolio. Boston: Pearson.

**[Do not sell your texts at the end of the semester. You will need them again.]**

**COURSE DESCRIPTION:**

Three semester hours credit. This course will focus on preparing candidates to use the INTASC (Interstate New Teacher Assessment and Support Consortium) Core Standards as the basis for planning meaningful instruction, managing the classroom environment, and meeting the needs of diverse learners. Candidates will practice selecting appropriate teaching methods, developing lesson plans, and using technology in the classroom. Twenty hours of field experience are required; no exemptions will be granted.

**COURSE GOALS AND THE CONCEPTUAL FRAMEWORK:**

**The Teacher as Reflective Decision Maker**

**Knowledge and Skills**

1. **Subject Matter:** *To understand the central concepts, tools of inquiry, structures, and professional standards of the discipline(s) he or she teaches and to create learning experiences that make these aspects of subject matter meaningful for students.*

Candidates will demonstrate skill in planning lessons and units with appropriate alignment of goals and objectives, teaching procedures, and evaluation techniques by developing a curriculum unit. Through the curriculum unit, candidates will demonstrate their understanding of concepts related to the content of their unit, their ability to relate a lesson to the Mississippi Framework, and their ability to apply their understanding of content to specific learning experiences.

Candidates will teach three lessons in a K-12 classroom that demonstrate their ability to use effective content-related teaching strategies.

2. **Learning and Child Development:** *To understand how children learn and develop and to provide learning opportunities that support their intellectual, physical, psychological, social, moral, and personal development.*

Candidates will design a curriculum unit that is age appropriate for children with different cultural backgrounds, learning styles, intelligences, and ability levels and will be able to describe why the activities are appropriate.

3. ***Differentiated Instruction:*** *To understand how students differ in their approaches to learning and to create instructional opportunities that challenge diverse learners.*

Candidates will demonstrate an ability to assess an individual student's developmental level, needs and levels of understanding by participating in a discussion board analysis of a case study and present a case study of a student in their field experience class. They will analyze the student's academic, social, and emotional needs and then describe in detail how they would meet these needs in their classroom.

4. ***Strategies:*** *To understand and use a variety of instructional strategies to encourage students' development of critical and creative thinking, problem solving, and performance skills.*

Candidates will complete a curriculum unit that includes lessons at each level of Bloom's Taxonomy, the use of higher-level thinking, technology, and flexible grouping while addressing multiple intelligences and learning styles

5. ***Social Interaction:*** *To use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.*

Candidates will demonstrate their understanding of best practices in classroom management by completing a Classroom Management Plan that includes creating a positive learning environment, dealing with behavior problems, and reflecting on the theories of classroom management studied during the semester.

6. ***Communication:*** *To use knowledge of effective verbal and nonverbal communication, along with technology, to foster active inquiry, collaboration, and supportive interaction in the classroom.*

Candidates will complete an analysis of a website, describing how they would use this site as part of their curriculum.

Candidates will be evaluated by their instructor and cooperating teacher on effective communication.

7. ***Planning:*** *To plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*

Candidates will be able to incorporate the State's Curriculum Framework, a concept web, and curriculum differentiation into a curriculum unit.

8. ***Assessment:*** *To understand and use formal and informal assessment strategies to evaluate and insure the continuous intellectual, physical, psychological, social, moral, and personal development of the learner.*

Candidates will be able to demonstrate their ability to use formal and informal assessment in a specific curriculum unit, to align assessment with objectives, and to create a rubric for one student product in their unit.

Candidates will be able to demonstrate their ability to use formative assessment by administering a test to students in their field placement and then analyzing the results to determine which students need enrichment and which need remediation. The candidates will be able to describe the kinds of activities they would provide to students who excelled on the exam, those who had some errors, and those who failed to understand the concepts being tested.

### **Attitudes and Self Understanding**

1. **Reflection:** *To be a reflective decision maker who continually evaluates the effects of his/her choices and actions on others (e.g., students, parents, and other professionals in the learning community) and who grows professionally, actively seeking out opportunities for self-understanding.*

Candidates will demonstrate an understanding of the nature of the teacher's role as that of reflective decision-maker by maintaining a reflective journal of their field experiences in which they describe, analyze classroom interactions and reflect on how they would change the experience if it were their classroom or if they were to teach the same lesson again.

Candidates will be evaluated on a dispositions rubric that identifies the attitudes of a professional educator.

2. **Collaboration:** *To work collaboratively with students, colleagues, parents, and agencies in the larger community to support student learning and well-being.*

In their coursework, candidates will demonstrate their ability to work collaboratively with peers in small and large group projects to create lessons, edit projects, and reflect on content. Candidates will be evaluated on a dispositions rubric that identifies the attitudes of a professional educator.

## **COURSE CONTENT:**

Classroom teaching and management imply more than delivering content, giving tests, or reacting to discipline problems. Teachers must develop skills in planning appropriate lessons based on the needs and interests of students. Research indicates that effective teachers provide a learning environment that allows all students to be challenged intellectually while they interact with each other, the teacher, and the curriculum.

This course is designed to acquaint candidates with effective strategies for planning and delivering instruction. Emphasis will be placed on the role of the teacher as a reflective decision-maker. The act of teaching is always a dynamic interaction of individuals in which all concerned are constantly making decisions.

Candidates will become familiar with effective techniques to manage the classroom environment, course curriculum, and student behavior. They will develop teaching strategies based on knowledge of human development, effective teaching skills, and student needs. Concepts related to developing meaningful curriculum units will be introduced, discussed, and modeled, and will be practiced as part of the **twenty** hours of field experiences during which each candidate will teach at least **three** lessons.

This professional education course is required of all teacher education majors. The course teaches candidates how to demonstrate they have met Interstate New Teacher Assessment and Support Consortium (**INTASC**) teaching competencies in designing curriculum units. Candidates will teach their first formal lessons to pupils in a public school setting.

## **USE OF TECHNOLOGY:**

Candidates will use technology throughout the semester. They will become familiar with web searches in relation to content-related material, relevant articles, and state and national standards. They will evaluate educational websites and include technology in planning instruction. They will interact with the instructor and with peers through Blackboard and e-mail. All students are expected to have a university e-mail account. All instructor communication will be through Blackboard, which is linked to the student's university e-mail account.

**Cell phones, laptop computers, and other smart technology**

Proficiency in use of all forms of technology and communication is encouraged. When in class, all use of technology should be directly related to current class activities. Texting, socializing through Internet social networks, or other personal use of technology during class time is not appropriate and will not be tolerated.

## **DIVERSITY**

As part of this course, candidates will develop lesson plans that differentiate instruction for students who characterize diverse cultural backgrounds, learning styles, intelligences, and abilities.

## **COURSE REQUIREMENTS AND METHODS OF EVALUATION.**

Candidates are expected to complete the following assignments:

1. (2.5 points) Collaborate with peers in the following research activities: (a) Discussion related to educational theorists using technology (Piaget, Vygotsky, Skinner, Bruner, Ogbu, Hunter, etc.) (INTASC 2 ) (See Rubric in Appendix.)
2. (10 points) Complete **homework** assignments. A series of 'homework' assignments will be demonstrated, described, and/or modeled in class and due the next class period, most via BLACKBOARD. These assignments are: learning styles inventory, 20 Internet pages, Concept Web, drafts of unit lesson plans to be reviewed with feedback (assessing prior knowledge, concept teaching lesson, cooperative learning lesson, problem-based learning lesson, classroom discussion lesson plan, presentation lesson plan. **Homework assignments must be submitted on time with quality content or they will earn a grade of ZERO.**
3. (2.5 points) Web site review. Select a web page from the 20 pages that will be included in your curriculum unit, describe the website in one paragraph, analyze it (how it could be used as part of a curriculum unit) in one paragraph, and reflect on the strengths and weaknesses of the website in one paragraph. Expected length is 1 ½ pages. Submit through Blackboard. (See Rubric in the Appendix.)
4. (5 points) Administer a **survey** to your field experience class, and analyze the results. Aggregate the data on the survey. Include questions about learning styles (50%). For each question, include the following: (a) describe what a teacher would gain from asking this question and/or what learning style area this question would help identify, (b) describe students' responses with numerical data (a graph or chart would help), (c) analyze why you think the students responded that way, and (d) reflect on how you would use the results of this survey to plan lessons, curriculum, and/or the classroom environment (one paragraph for each question). Submit the analysis through Blackboard. Submit copies of the students' products in a folder to the instructor.
5. (10 points) Complete a curriculum **unit**. Details on the content of the unit will be posted on Blackboard and in the Appendix to the syllabus.
6. (20 points) Successfully complete **twenty (20) hours** of a **field experience** in a K-12 school, which will include: preparing and teaching three lessons; administering a survey; preparing a case study; journaling; and designing, administering and analyzing an assessment, and completing journals that focused on the INTASC standards. All journals, field experience lesson plans, survey analysis, case study, and assessment analysis will be submitted through BLACKBOARD.

**The 20 points for field experience are earned by: a) completing the hours and submitting documentation that includes TIME SHEET, FORMATIVE ASSESSMENT, and TEACHER'S FINAL EVALUATION; b) planning and teaching 3 lessons, submitting the lesson plans to the teacher for pre-approval and through Blackboard; and c) submitting 5 journals, one every 2 weeks.**

Maintain and submit a **typed** reflective journal of your field experience. Each journal entry will consist of three paragraphs: (a) a description of one part of the classroom experience with one INTASC standard as a focus for each entry (e.g., content, students, one student, strategies, interactions, use of technology, assessment, classroom management, use of parents or the community, the classroom environment), (b) an analysis of what the candidate saw (link the observations to INTASC standard), and (c) reflection (what worked and what didn't work, how would the candidate approach similar situations in the future). Each entry should be approximately two pages long. **Five journal entries will be submitted over the ten weeks, with one scheduled every two weeks.** Candidates who are doing field experiences for more than one class must fulfill the requirements for **each** class. **Candidates will not pass the course until they have satisfactorily completed the 20-hour field experience, written and taught the three lessons, and submitted 5 correctly formatted journals, the timesheet and cooperating teacher evaluation.**

**You are expected to attend your field placement on dates and times agreed upon between you and your teacher. Failure to attend or failure to notify your cooperating teacher when you will miss or be late, will result in points deducted from your field experience grade.**

7. (20 points) Successfully complete a mid-term and final exam (mid-term = 10 points, final =10 points). The midterm will have two parts, the case study and the assessment analysis.
8. (5 points) Participate in collaborative discussions and reflections on case studies. Case studies will be presented in class, initially reflected upon by the instructor. During field experiences, students will present classroom situations for consideration by peers and the instructor. Reference will be made to different educational and developmental theorists for reflective decision-making.
9. (10 points) Demonstrate the dispositions of a professional educator. (See the Dispositions form in the Appendix.)
10. (5 points) **Assessment Analysis:** using formative assessment to plan remediation and enrichment. The case study will be submitted through Blackboard. The assessment analysis will be submitted through WEB-CT, with copies of the assessments submitted to the instructor in a folder.
11. (10 points) Begin a Professional Portfolio with artifacts that are linked to INTASC standards. This portfolio will be examined toward the end of the semester, and evaluated based on a department rubric. (See the Appendix.) Each portfolio artifact must be accompanied by a one-paragraph description of the artifact and how it relates to an INTASC standard, a one-paragraph analysis of how the artifact proves the candidate has met the standard, and a one-paragraph reflection on strengths and weaknesses in the artifact. **By the end of ED 302, the Professional Portfolio must contain 4 artifacts. See the Field Experience Handbook, found on the MUW website, under College of Education and Human Sciences, Department of Education. The Handbook provides guidelines for the portfolio and examples.**

**In order to pass the course, candidates must receive passing grades on all major course requirements: the unit, field experience journals, lesson plans, and the mid-term and final.**

**Grading Scale: 93 - 100= A; 84 - 92 = B; 76-84 = C; 68-75 = D; 67 and below = F**

**TOPICS AND ASSIGNMENTS - \* schedule is tentative and subject to change**

Date	Standards Addressed	Topics and Activities	Assignments
Aug 17		Syllabus, learning styles analysis; request field placement; Issues with professionalism, insurance ; Child Abuse Registry	Take learning styles survey; complete placement request form
Aug 22	INTASC 2, 3, 6	Introduction to Learning and teaching; Introduction to identifying student differences through learning styles, multiple intelligences, Analyze learning styles, describe	For peer teams, select expert, begin research; Unit topic: Research

		what you need/groups (Introduction)	Mississippi Competencies
Aug 24	INTASC 1, 2, 3, 7, 9	Introduction to Mississippi course of study, competencies, Core Curriculum; Types of content to be taught: information, concepts, skills; select unit topic, grade level; Link to explanation of Mississippi competencies is on Blackboard	Unit topic & 20 Internet pages due; draft web in class
Aug 29	INTASC 1, 3, 7	TSWBAT construct educational objectives based on Mississippi benchmarks for all levels of Bloom's taxonomy; Write educational objectives. Content topic: Diversity	Write objectives in class, receive feedback; Concept Web Due
Aug 31	INTASC 2	Categorize different theorists as on a continuum between teacher-centered instruction and learner-centered instruction after all presentations.	Research on experts due
Sept 7	INTASC 1, 2, 3,	Summarize debate, effective teaching practices; classroom climate; teacher's beliefs about instruction sets the tone of the classroom; Accessing students prior knowledge	Unit objectives and key questions due
Sept 12 - 14	INTASC 1, 2, 4, 7, 8	TSWBAT design lessons that include student-centered activities. Lesson Cycle; TSWBAT design unit introductory activities; practice writing objectives Content topic: Teacher Planning	Review of one website
Sept 19	INTASC 1, 2, 4, 7, 8	TSWBAT write a concept lesson plan Content Topic: Concept Teaching lesson plan model	Unit Introductory activity due
Sept 21	INTASC 2, 4, 6, 7	Incorporating results of learning styles and multiple intelligences with lesson activities and procedures. Describe a constructivist approach to learning and incorporate constructivist principles into activities;	Incorporate accommodations based on learning styles into lesson plans; One unit lesson plan due, with copies of graphic organizers, assessment/s, activities.
Sept 26	INTASC 1, 3, 5, 7, 8	TSWBAT use curriculum alignment when planning lessons; mid-term information	Incorporate assessments into lesson plans; First lesson plan draft due
Sept 28	INTASC 1, 3, 5, 7, 8	Effective teaching – managing time on task, wait time, random calling, motivating, using guided practice, effective feedback.	
Oct 3-5	INTASC 1, 2, 3, 7	Increasing student involvement through effective questioning, lower level and higher level questions, handling call outs,	Second lesson plan draft due; Case study posted on discussion board
Oct 12 - complete Mid-term	INTASC 1, 2, 3, 7	Using cooperative learning, planning for grouping, planning for cooperative learning, using rubrics, grading cooperative activities; on-line mid-term exam	<b>Journals are due every two weeks once placements begin</b>
Oct 17	INTASC 7, 8	Topic: Assessment; Identifying and select appropriate formative and summative assessment strategies; designing rubrics; pre- post-testing;	Curriculum units due
Oct 19	INTASC 1, 4, 5, 6	Problem-based lesson planning model; inquiry strategies, critical thinking skills and how to teach them	<b>Journals are due every two weeks once placements begin</b>
Oct 24	INTASC 1, 4, 5, 6	Discovery learning model.	
Oct 26	INTASC 1, 5	Compare different learning models for when each is appropriate: Concept teaching, presentation, cooperative learning, discovery learning, problem-based learning	Form pairs and select an expert
Oct 31	INTASC 1, 5	Describe basic principles of character education	<b>Journals are due every two weeks when placements begin</b>
Nov 2	INTASC 1, 5	Instruction based on student questions and field experiences	
Nov 7 -9	INTASC 1, 5	Instruction based on student questions and field experiences	

Nov 14 - 16	INTASC 1, 5	Apply the creative problem solving process when implementing classroom management; working with diverse students; how to modify the classroom management plan for special needs and special situations	
Nov 21			<b>Journals are due every two weeks when placements begin</b>
Nov 28 - 30	INTASC 1, 5, 9	Planning for final; evaluate field experience teachers	
Exam Day-	INTASC 1, 4, 5,	<b>Final Examination due –</b>	

**\*This schedule reflects the content of the course, but specific dates are tentative and subject to change.**

### **TEACHING STRATEGIES:**

The teaching methods used to reach the goals and objectives of this course may include presentation, visual aids, videos, small and large group activities, role-playing, oral presentations, written assignments, and guest speakers.

### **FIELD EXPERIENCES:**

**The 20 hours of field experiences in this course give the candidate an opportunity to demonstrate the knowledge, skills, and dispositions that comprise effective teaching. These dispositions include appropriate dress, punctuality, dependability, the belief that all students can learn, and the development of a collaborative relationship with a cooperating teacher.**

### **List of Assignments and due dates**

August 22 – Application for placement;

August 22- Self-analysis of Learning Styles and Multiple Intelligences (Homework)

August 24– Unit topic and 20 pages of content from Internet search (Homework)

August 29 – Concept Web Due (Homework)

August 31 – Expert presentations and discussion

September 12 – One review of web site.

September 7 – Unit objectives due

September 16 – placement begins; report to your school from 1:00 – 2:00 p.m.

September 19 – Introductory lesson plan with strategy for assessing prior knowledge (K-W-L, etc.) (See course text)

September 26 – Concept Teaching Lesson Plan – Lesson Plan 1 - draft due.

October 3 – Second Unit lesson Plan due

October 10 – Third unit lesson plan due

October 3- Case study discussion board open

October 12 – Mid-term exam

October 17 – Curriculum Units Due

December 1 – Professional portfolio due; All documentation of field experience due.

See University Exam Schedule – Final Examination

\*This schedule is tentative and subject to change.

**Materials needed to complete assignments:**

3-ring binders (for the portfolio)

Clear plastic document sleeves (for Portfolio)

20 dividers (for portfolio)

3 file folders (For submitting surveys, assessment documents, field experience teacher assessments)

1 flash drive for storing documents (all documents created in this course should be saved on a CD-ROM or flash drive)

Access to a computer with Microsoft Office; use Microsoft WORD for creating documents. (If you purchased a computer with trial software, you can download FREE software from [www.openoffice.com](http://www.openoffice.com))

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**COURSE REFERENCES:**

Bloom, B. S., Englehart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). Taxonomy of educational objectives. New York, NY: David McKay Company, Inc.

Burke, K., Fogarty, R., & Belgrad, S. (1994). The portfolio connection. Palatine, IL: IRI/Skylight Publishing.

Good, T. L., & Brophy, J. E. (2008). Looking into classrooms. Boston: Pearson.

Gibson, J. T. (1999). Developing strategies and practices for culturally diverse classrooms. Norwood, MA: Christopher-Gordon Publishers.

Hart, D. (1994). Authentic assessment. Menlo, MA: Addison-Wesley Publishing.

Jacobsen, D. A., Eggen, P., & Dauchak, D. (2006). Methods of teaching: Promoting student learning in K-12 classrooms. Upper Saddle River, NJ: Pearson Prentice Hall.

Johnson, A. P. (2000). Up and out: Using creative and critical thinking skills to enhance learning. Boston, MA: Allyn & Bacon.

Johnson, N. (1995). Active questioning. USA: Pieces of Learning.

Kauchak, D. P. & Eggen, P. D. (2003). Learning and teaching: Research-based methods (4<sup>th</sup> ed). Boston, MA: Allyn & Bacon.

Price, K. M. & Nelson, K. L. (2007). Planning effective instruction: Diversity responsive methods and management. 3<sup>rd</sup> ed. Belmont, CA: Thomas Wadsworth.

Richards, D., & Cheek, E. (1999). Designing rubrics for K-6 classroom assessment. Norwood, MA: Christopher-Gordon Publishers.

Rosengart, T. (1996). Writing and desktop printing on the computer. Huntington Beach, CA: Teacher Created Materials, Inc.

Spaulding, S. (1997). Internet for kids. Huntington Beach, CA: Teacher Created Materials, Inc.

Thorson, B. (1998). Integrating technology into the curriculum. Westminster, CA: Teacher Created Materials, Inc.

## GENERAL COURSE INFORMATION

### MUW Department of Education College of Education and Human Sciences

**Faculty Office Hours** are posted on office doors. Additional time may be arranged by scheduling an appointment. Faculty can be reached by phone or email to schedule a meeting time.

**The Department of Education** office is in EDHS 331, phone 329-7191. Ms. Kessa Cockrell is secretary for the department. Dr. Monica Riley is Department Chair. Dr. Sue Jolly-Smith is Acting Dean of the College of Education and Human Sciences

**Class Attendance.** Class participation and attendance are expected and required. Absences should occur only in unavoidable circumstances, and when possible, should be discussed with the instructor beforehand. Teacher candidates in education courses that meet once weekly may have no more than 3 absences per semester. Teacher candidates in education courses that meet twice weekly may have no more than 7 absences per semester. Teacher candidates in education courses that meet three times weekly may have no more than 10 absences per semester.

**Tardiness to Class.** Three “tardies,” late arrivals, or three instances of leaving early, or a combination of the two will result in the student receiving 1 absence.

**Course Deadlines.** All teacher candidate work should be submitted at the beginning of the class period on the due date. Work may not be submitted late except in extenuating circumstances, at the discretion of the instructor, and if accepted, may result in a lower grade.

**Accountability for Individual Work.** Unless otherwise directed, all papers and assignments are to represent the individual teacher candidate’s efforts. Teacher candidates submitting a personal assignment that represents the collaborative works of others or the work of another individual will not be given credit for the assignments. If the offense constitutes cheating or plagiarism, university policy will be followed. Teacher candidates should not submit an assignment used in one class to fulfill a requirement in another class.

**Cheating and Plagiarism.** Cheating and plagiarism are not tolerated. If cheating or plagiarism is suspected or established, university policy will be followed.

**Accommodation of Disabilities.** It is the responsibility of teacher candidates who have professionally diagnosed disabilities to notify the instructor so that necessary and/or appropriate modifications can be made to meet any special learning needs. Teacher candidates are also encouraged to contact the Office of Academic Support for assistance in coordinating the accommodations process.

**Grievance and Appeals.** Teacher candidates who have concerns or complaints about a grade, advisement, or an instructor should first schedule a meeting with the instructor or advisor to discuss and resolve the situation. If resolution cannot be reached, the teacher candidate may schedule a meeting with Dr. Monica Riley, Chair, Department of Education by e-mailing [mriley@edhs.muw.edu](mailto:mriley@edhs.muw.edu), or by calling her office, 662-329-7176.

## Appendix of Assignment Rubrics and Guidelines

### Research an Educational Theorist

1. Work with a group of 2 – 4 peers. Select an educational theorist to research. Plan the research activity and assign responsibilities. Create a contract indicating each candidates agreed responsibilities.
2. Select from the following theorists: Piaget, Vygotsky, Skinner, Gardner, Ogbu, Bruner, Dewey, Erickson, Glasser, Goodlad, Kohlburg, Maslow, Sternberg
3. Summarize your findings in the form of a Powerpoint Presentation. All group members will speak. See the rubric below.
4. Address the following questions: From the viewpoint of your ‘expert,’ a) How do students learn? How does learning occur? What does learning mean? b) Why are student not performing well on achievement tests? Why are schools not producing quality students? c) What is the solution? How can schools improve student achievement?
5. Be aware that not all experts directly address these questions. You may have to ‘read between the lines,’ and make implications from the theories you read. Some theorists focus on administration, some focus on how students grow and learn, some focus on teachers and teaching behaviors. Read each theorists and think of yourself as a reporter asking your expert these questions. What would your theorist say?
6. List your resources on your last slide.

Department of Education – Oral presentation rubric

Name of Student/Presenter \_\_\_\_\_

Total Points: \_\_\_\_\_

Attributes	Level 1	Level 2	Level 3	Level 4	Attribute points
Clarity and Organization of Presentation	Presentation unclear, unorganized, demonstrated lack of preparedness; voice inaudible	Presentation was clear overall; some confusing content; often inaudible	Presentation was clear, well organized, prepared, volume was appropriate	Presentation was very well organized; with strong clarity; voice volume was appropriate	
	0	1	2	3	
Style of Presentation	Presenter showed no enthusiasm or interest in topic and presentation; no eye contact with audience	Presenter showed little interest in topic and presentation; little eye contact with audience	Presenter showed interest, enthusiasm and creativity, adequate eye contact with audience	Presenter was very creative, stimulated audience interest; excellent eye contact with audience	
	0	1	2	3	
Use of Oral and written Standard English	Excessive errors in standard English (6+)	Some errors throughout presentation (4-6)	Few errors, mostly correct English (1-3)	No errors; all correct English	
	0	1	2	3	
Powerpoint qualities	Lack of color/design, color/s detracted from message, no references; used sentences rather than bulleted key ideas	Adequate use of color/design; no references; some bulleting, some sentences	Interesting design elements; incomplete references; good use of bulleted key ideas	Exceptional use of creative design through color, centering, photographs; complete references; excellent bulleting of key ideas	

	0	1	2	3	
Average					

Additional comments: (address additional factors such as how well speaker addressed questions, encouraged audience participation, etc.)

### WEBSITE REVIEW

The purpose of this activity is for you to consider the **quality** and **appropriateness** of the websites you have selected for your unit.

1. Choose a website to review and critique. Identify the website address and title.
2. Describe the appearance and organization of the website. How is the main page laid out? What format and design scheme is used? What colors are used? Is the intended audience stated? If so, who/what is the intended audience? WHAT general content is contained in the site? What individuals or organization maintains this site? What are their credentials?
3. Critique the site. How easy is it to search for information and to locate that information? How attractive and appropriate is the site for the intended audience? How user friendly is the site? Do all the links work? How up to date is the information? How often is the site updated? Are the author/s of the site qualified, or are they experts in their field/s? Do they identify their area/s of expertise? How useful would this site be for teachers? How useful for students? Would you recommend this site to other teachers or your peers?

Criteria	Unsatisfactory 0	Satisfactory 1-2	Proficient 3 -4	Points
Description	Incomplete, lacks detail, less than half page in length	Present, good description with good detail, clear wording, more than ½ page in length, opening sentence, closing summary sentence	In addition to satisfactory, uses concise, vivid details, smoothness, more than ¾ page in length, creative topic and summary sentences, creative, academic language	
Critique	Unclear stance toward the site, lacks detail, does not include critique, had not thoroughly checked the site or sought elements that may be of concern	Present, good sentence opening, clear stance, good detail, good summary sentence, more than ½ page in length, addressed all elements	In addition to satisfactory, uses concise, vivid language, strong defense of stance taken, creative topic and summary sentences, creative, academic language	
Standard written English	5 + errors in standard English usage, capitalization, punctuation, etc.	3-5 errors in standard English usage and mechanics	0 – 2 errors in standard English usage, mechanics	

**EVALUATION OF LESSON PLANS**

	<b>Unsatisfactory 0 points</b>	<b>Satisfactory 1-2 points</b>	<b>Proficient 3-4 points</b>	<b>Total Points</b>
<b>Introductions</b>	No introductions.	Introductions are present.	Introductions are varied and creative.	
<b>Concept Map Or Web</b>	No concept map of content has been included.	Concept map is present but includes only a few sub-topics and few or no concepts.	Concept map demonstrates an understanding of the concepts related to the topic.	
<b>Objectives/ State Benchmarks</b>	Objectives do not demonstrate an understanding of Bloom's Taxonomy and the state's benchmarks/curriculum framework. Objectives are not labeled.	Objectives demonstrate an understanding of Bloom's Taxonomy and the state's benchmarks/ curriculum framework.	Objectives use Bloom's Taxonomy and the state's benchmarks/ curriculum framework to create a meaningful unit.	
<b>Enrichment &amp; Remediation</b>	None included.	Enrichment and remediation consist of worksheets or other material that does not differentiate instruction.	Enrichment and remediation are appropriate and challenging.	
<b>Procedures</b>	Procedures contain little detail. Do not specify the teacher's role.	Procedures include some detail and are appropriate to objectives. They specify the teacher's role.	Procedures include sufficient detail and demonstrate a firm grasp of teaching strategies. Procedures specify the teacher's role and show originality.	
<b>Curriculum Alignment</b>	Products and evaluations do not match objectives	Products and evaluations match Objectives.	Lessons contain multiple products. Products and evaluations match objectives.	
<b>Grouping</b>	Lessons include only whole group instruction.	Lessons include some small group work and whole group instruction.	Lessons include a variety of appropriate grouping strategies..	
<b>Teaching to Diversity/ Differentiation</b>	All learners learn the same content in the same way	Some differentiation is evident.	Lessons include systematic differentiation of instruction for diverse learners.	
<b>Assessment</b>	Assessment is mainly recall of factual material.	More than one form of assessment is used. Assessment includes some higher level thinking.	Formal and informal assessments are included and focus on higher level thinking.	
<b>Materials and Technology</b>	No use of technology. Only basic text and worksheets are used.	Technology is superficially incorporated in only one or two ways. Some teacher-made materials are used.	Technology and teacher-made materials are used meaningfully and are integrated into curriculum.	
<b>Total Points</b>				

## Parts of a Lesson Plan

Heading with your name, topic, class,

Parts of a lesson plan:

Objective/s: (EXAMPLE) TSWBAT

- Define a noun with 90% accuracy on a written exam. (Mississippi competency; knowledge, DOK 1)
- Identify the nouns in a group of written sentences with 90% accuracy. (Mississippi competency; comprehension; DOK 1)
- Select the appropriate nouns to complete written sentences with 90% accuracy. (Mississippi competency; application; DOK 2)
- Classify nouns as proper and common, whether a person, place, or thing with 90% accuracy, both from a list and in sentences. (Mississippi competency; analysis; DOK 3)
- Use nouns effectively when writing in the narrative mode, with 90% accuracy. (Mississippi competency; synthesis; DOK 4)
- Analyze personal use of nouns in narrative writing, with 90% accuracy. (Mississippi competency; evaluation; DOK 4)

MATERIALS: List all materials needed by both students and the teacher.

INTRODUCTION: (tell students what they will be learning; (today you learn the definition of a noun and how to identify nouns in sentences; at the end of the lesson you will be able to find all the nouns in a set of sentences and choose appropriate nouns to use in your narrative writing); don't start teaching the lesson!!!!; set expectations for the lesson; motivate; review last lesson or activate prior knowledge)

Procedures: (in first person, state what you will say to students when explaining new material, what examples you will use, how you will use them, when you will pass out materials; how you will distribute materials (use a student helper?) – details are very important!)

TT says (the teacher says): Nouns are probably the most important words we use when we talk. They name people, places and things.

TT says: Repeat after me, class: “A noun (pause, students repeat), is the name of (pause) a person (pause), place (pause), or thing (pause).” Good job! This is our definition of a noun.

TT says: Now we are going to practice finding nouns. I have some cards with the name of some nouns on them. I want you to tell me whether each object is a person, a place, or a thing. Raise your hand when you think you know.

(TT has a chart on the board labeled “person” “place” and “thing.”)

TT shows the class each word, reminding the class it is a noun, and helping the class decide into what category to place the object name.

ETC., ETC.

Procedures should include teacher modeling, guided practice, informal assessment, independent practice, and formal assessment procedures.

Closure: (Summarize the lesson) TS: Today we learned that a noun is the name of a person, place or thing. We classified nouns and we completed some narrative writing, being careful to choose good nouns. Tomorrow we are going to learn more about sentences by introducing verbs and subject verb agreement.

Assessment: TT will use student participation, completed sentences, and narrative writing to determine that lesson objectives were met.

Accommodations: The teacher will have a set of noun flash cards and a chart with sentences with blanks where the nouns should be placed to help struggling students understand nouns. The teacher will ask gifted students to design a Powerpoint to clearly explain nouns for younger students. The teacher will ask gifted students to compare one author's use of nouns in two different books.

Learning Styles: Auditory learning, visual learning, and tactile learning were addressed in this lesson.

Higher Order thinking: What is the best noun to use in a particular sentence in your narrative? What other choices might you have considered?

ED 302 – Unit Requirements – Fall 2011

- I. Title page – course, your name, unit topic, Semester
- II. Knowledge base (20 Internet pages) – 5 %
- III. WEB MAP – of content – 5 %
- IV. Overview page (10 %)
  - a. Grade Level – Subject area
  - b. Mississippi Benchmarks – National Standards
  - c. Unit goal/s as depicted on WEB MAP
  - d. Introduction to unit (K-W-L)
  - e. Culminating activity for unit
  - f. 10 objectives with 10 key questions
  - g. Use of technology – PowerPoint, Internet sites, games, graphic organizers, overhead transparencies, illustrations
  - h. Remediation and Enrichment
- V. Lesson Plans (5 lesson plans) (60 %)
  - a. Objectives
    - i. Statement of content, skills, and/or concept/s to be learned; Product/s; Mississippi Benchmarks; Cognitive level/s
  - b. Introduction – review, accessing prior knowledge, motivation, statements of learning to be accomplished in the lesson
  - c. Procedures – teaching of new vocabulary, guided reading, modeling, cooperative groups, guided practice, independent practice
  - d. Closure – review of the lesson, summary of learning, link to next lesson
  - e. Assessment – product/s to be assessed, rubrics
  - f. Materials – both student materials and teacher resources used during the lesson
  - g. Accommodations – enrichment – additional resources for bright and gifted students; and remediation – additional activities for students who need extra practice or instruction
  - h. Address all cognitive levels: knowledge \_\_, comprehension \_\_, application \_\_, analysis \_\_, synthesis \_\_, Evaluation
- VI. Assessment tools (20%)
  - a. Checklist – list of requirements for projects, journals, essays, research, experiments, etc (can be included in the lesson plan)
  - b. Rubric – grading guide for projects, journals, essays, research, etc. (to be included in the lesson plan)
  - c. Include a copy of the inventory you designed for your field experience class.
  - d. Pretest – Posttest, K-W-L, Anticipation Guide, or other beginning and ending evaluation document
  - e. Teacher Evaluation – How will you determine that the teaching was successful?
  - f. Unit Evaluation – How will you know the unit was successful?
  - g. List of references, including the 20 Internet pages. (Omission of references is plagiarism, and will be addressed as outlined in the University catalogue, p. 53)
    - i. Books: author, (copyright date); underlined title; publisher
    - ii. Internet sites: Title of the site; web address of the EXACT page/s used on the site.
    - iii. Articles: author, (copyright date); title of the article; title of the journal (underlined); volume, number, page numbers

## **Observation Documents**

### Observation of teacher patterns of calling on students

1. Create a class seating chart. If the teacher has one, you can use it.
2. Each time the teacher calls on a student, indicate this student on the seating chart.
3. Is there a predictable pattern? Much of the research indicates that many teachers tend to call on students in the front of the class and students in the center of the class, or the “T-zone.” Research also indicates that many teachers call on boys more frequently than girls. Some teachers use a ‘round robin’ pattern of calling on students to read, moving in order up and down rows from one student to the next student. Research suggests that the ‘ideal’ is to be unpredictable. When students think they might be called on to respond to questions at any time, they tend to stay on task. Predictable patterns encourage some students to be off task, knowing the teacher will never call on them.
4. What happens when a teacher calls on a student, and their response is wrong? Best practice is to restate the question and give the student a second chance.

After tracking the teacher’s pattern of questioning and calling on students, describe this in your journal in a detailed paragraph, included the kinds of questions the teacher asked, which students were called on the most and the least, whether the teacher called on students who hands were raised, and whether the student was seated in the “T-zone.” Notice the students who were attentive to the lesson and REFLECT on how the teacher’s pattern of calling on students is affecting students’ (individual and group) motivation to remain focused on the lesson and on classroom interaction.