



EDUC 4342: Applications of Instruction in Secondary Classrooms

Fall 2016

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Office Hours: By appointment.

Section Information: EDUC 4342.003

Time and Place of Class Meetings: Wednesday 5:00 PM - 7:50 PM, Science Hall 205

Description of Course Content:

Field-based applications of curriculum planning and instructional theory and methods. Includes writing and implementing unit and instructional goals and objectives, using instructional lesson models to meet teacher appraisal criteria including utilization of classroom technology and audiovisual aids, planning for individual needs, and evaluating student progress. This course involves a lecture and application of lecture/theory. The application of lecture/theory will require students to spend time in a grades 7-12 classroom during normal school hours, Monday-Friday, for typically one day a week throughout the semester. A variety of Instructional strategies will be modeled, practiced, and mastered in this course, which are selected to reinforce and extend prior knowledge from previous courses in the teacher certification program.

Student Learning Outcomes: Secondary teachers should possess the knowledge, capabilities, and dispositions to:

- demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners. (TAC Teacher Standard 1)
- work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. (TAC Teacher Standard 2)
- exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards. (TAC Teacher Standard 3)
- interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning. (TAC Teacher Standard 4)

Required Textbooks and Other Course Materials:

1. Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) *Organizing Instruction and Study to Improve Student Learning (NCER 2007-2004)*. Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/20072004.pdf.
2. Tk20 HigherEd (To purchase your Tk20 account, go to <https://tk20web.uta.edu> and click on the link that reads "Click here to purchase your student account". Then choose "I need to purchase my 7 year Tk20 account (\$100)" and complete the registration process.

Attendance:

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I expect you to attend all class meetings for the entire scheduled class time. Late arrivals (more than 15 minutes after class begins) or early departures (any time before the end of class) are considered absences. I realize that circumstances beyond your control may cause you to miss class, to arrive late, or to leave early. Please send me an email before or immediately after an absence, late arrival, or early departure if you wish to explain any extenuating circumstances. (I appreciate verbal explanations in person, but I am unlikely to remember such an exchange at the end of the semester. Therefore, please follow-up any verbal explanation with an email message). The only absences that are automatically excused are those due to the observance of a religious holiday or participation in university - sponsored activities (with proper documentation). Other absences are not likely to be excused, but I will take reasonable conflicts into consideration when calculating final course grades. A sign-in sheet will be distributed during each class meeting. Please be sure to record your attendance by signing in. Further information about attendance is described in the Professional Dispositions, Online Assignments, & Collaborative Learning assignment section below.

More than 3 unexcused absences will result in a grade of F for the course.

Blackboard:

You will have access to our course on Blackboard. I will post the syllabus and handouts for you to bring to class. Please check your UTA email and Blackboard frequently if not daily. Otherwise you will miss out on necessary information. To log onto our course, go to <http://elearn.uta.edu>. To log in, use your NetID and password. There will be handouts and details for a variety of instructional strategies posted. These will be modeled, practiced, and mastered in this course. You are expected to use them throughout field experience to deliver content. Please check Blackboard regularly to make sure you arrive to class with the appropriate materials.

College of Education Conceptual Framework:

The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

- The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.
- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.
- The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals.

The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

- **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.

- **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
- **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal—the development of informed and responsible Partners for the Future—who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

Grading:

Refer to the course calendar for specific due dates for assignments. **Assignments will not be accepted after the due date.** Problems with technology will not be accepted as an excuse for failure to post assignments by the due date. Plan ahead! **No make-up work or extra assignments will be accepted in order to improve your grade.**

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Students who earn a “D” or an “F” in any education (EDUC/EDTC) or literacy (LIST) course must retake the course in order to be certified. If a student earns a “D” or “F” prior to Early Field Experience or Student Teaching, he/she may not proceed to those field experiences before retaking the course and earning a “C” or better and maintaining a 3.00 cumulative GPA in EDUC/EDTC and LIST coursework.

Grading Scale: A = 90–100%; B = 80–89%; C = 70–79%; D = 60–69%; F = below 60%

Grade Grievances:

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://web.uta.edu/aao/fao/>).

Disability Accommodations:

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX:

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.

Academic Integrity:

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Electronic Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week:

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses.

Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>

The English Writing Center (411LIBR):

Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In **Quick Hits** sessions during all open hours Mon-Thurs. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information.

Teacher Certification Exams:

Students must complete testing in their subject area during the semester prior to student teaching semester to be on track for teacher certification. Be sure to check off completion of the following:

- Attendance at the orientation and seminars.
- Practice Content test taken or review assignment completed.
- Registration for TExES Content exam.
- If your TExES score is not passing, register for next TExES content exam.
- Reporting the passing score on TExES Content exam to the Secondary and EC-12 Programs Coordinator, Dr. Mary Curtis (mary.curtis@uta.edu).
- Complete practice TExES PPR exam.
- Register and take the TExES PPR exam (at the end of EFE or at the beginning of student teaching).

Descriptions of Major Assignments:

1. Reading Response Blogs (25%)
2. Field Experience Reflective Essays (25%)
3. Final Field Experience Reflective Essay (5%)
4. Professional Dispositions, Online Assignments & Collaborative Learning (10%)
5. Field Placement Sign-in sheet (5%)
6. (TK20) Lesson Plan and Reflection Assignment (15%)
7. (TK20) Unit Plan (15%)

See below for assignment descriptions and guidelines.

Reading Response Blogs. You will submit a reading response blog for selected assigned readings. See the course calendar for specific due dates and reading assignments. Each blog post must be linked in Blackboard before the deadline. *Blog posts will not be accepted after the due date.*

1. For this assignment, you will need to create a publicly available blog site using a free, online blogging service (i.e., Maverick Blogs, Blogger, Wordpress, Edublogs). You will need to post the link in Blackboard by the due date noted in the course schedule.

2. Be sure to edit your blog for mechanics, punctuation, and spelling.
3. The components of the post are:
 - **4 Terms/Concepts:** Select four terms/concepts from the readings whose meanings are important to an understanding of the author's ideas and/or the concepts presented in the article or post. List the term, link to the page on which it appears, and include or link to a definition (from an online dictionary or as the author defines it). Cite the source of the definition.
 - **3 Main Ideas:** What do you think the author wants you to remember after having read these articles or post? Think of three key points or main ideas that the author is attempting to get across through his or her writing. Write a sentence or two for each main idea. These main ideas should *synthesize* the reading in your own words. They should *not* consist of *direct quotes* from the reading.
 - **2 Connections:** In 3-5 sentences each, make two connections between this reading and something else you've read or experienced. For example, respond to one or more of the following questions: How does this reading relate to any of the other assigned readings for this class? Did this reading remind you of something else you've read in another class? Have you had an experience that relates to something the author discusses?
 - **1 Question:** Write a question that you would like to ask the author or your classmates. This should be a question in which you seek to extend or clarify your thinking about the content of the chapter. We will discuss the questions in class.

Field Experience. Read all of these policies carefully and ask questions if you do not understand something.

Purpose. The purpose of the early field experience is to provide you with the opportunity to work with secondary teachers and students in local schools. This experience is designed to help you to develop your pedagogical knowledge and skills. During this experience, you will also begin to apply the content of your UTA coursework to the secondary classroom environment. As you interact with teachers and students, you will assess your personal strengths as a teacher; you will consider your beliefs and values related to education; and you will develop personal goals for improving your pedagogical knowledge and skills.

Eligibility. To be eligible to enter the field experience in the secondary certification program, the candidate must:

1. Have filed a degree plan with major academic department and have provided a copy to the College of Education advising office.
2. Have an overall (or last 60 hours) GPA of 3.0.
3. Have completed at least 75 percent of the required hours in specialization/teaching field, including six advanced hours in an academic specialization(s).
4. Have completed at least 9 semester hours of English course work with a minimum GPA of 2.5.
5. Have a minimum GPA of 3.0 in all College of Education & Health Professions courses

Required Hours. A minimum of **90 hours** in the assigned school is required for the early field experience. Approximately 80 of these hours (or 90% of total) should occur during formal instructional time. Approximately 10 hours (or 10% of total) may be spent in extra-curricular settings (coaching, student council, etc.) and/or in parent conferences, teacher conference or team-planning periods, etc.

Dates of Early Field Experience. The fall early field experience (EFE) for EDUC 4342 will begin on August 22, 2016 and conclude December 7, 2016. Each student will spend one (1) day a week in their placement. Each

student will be placed at both a middle/junior high school and a high school. It is critical that students earning a grade 7 – 12 certification have upper and lower secondary teaching experiences. The first placement will be from August 22, 2016 – October 7, 2016. The second placement is October 10, 2016 – December 7, 2016. It is highly recommended that you plan to engage in a full-time experience in your assigned school (all day) during this semester. For those with conflicts during the day (other courses, work, childcare), you must arrange a schedule with your cooperating teacher that will allow you to complete a minimum of 90 hours during the semester. The professor must be kept informed. **Please do not schedule EFE on the day you attend EDUC 4342 (Wednesday).**

Criminal Record Check.

- When a UTA student begins work in a school for any reason, he/she will need to complete a Criminal Record Check (CRC) form. The CRC form should be completed during the first week of classes. The school district will process the CRC and then notify students of any that do not clear.
- In the case that a student is notified by the school district that his/her CRC does not clear, he/she must report immediately to the Field Experience Office and withdraw from any class requiring field work components.
- Because of the possibility that CRCs do not clear and may not be reported by students until after the census date, students bear the responsibility of any loss of fees due to subsequent withdrawal from the teacher education program.

Removal from Field Placement.

- Field placement and successful participation in field experience is a requirement of EDUC 4342. Students who are removed at the request of the school/district from their field placement in this course and are therefore unable to complete the field portion of the course and the required assignments related to the field placement, will not be allowed to complete the course. Any student in this situation must drop the course prior to the university deadline or he/she will fail the course.

Attendance/Punctuality.

- Consistent attendance and punctuality throughout the field experience is required. Absences due to emergencies or illness must be reported to your cooperating teacher as soon as possible.
- Excessive absences can lead to dismissal from field experience and the teacher certification program.
- Any time missed due to absences must be made up in order to successfully complete the field experience.
- Be sure that your cooperating teacher knows when you will be at the school and then be sure that you are there when he/she is expecting you.

Health Care Expenses.

- University students will be responsible for their own transportation, meals, and health care while participating in the field-based program. University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field-based classes/components, field experience, and student teaching. The University will not reimburse the candidate for any expenses related to injuries.

Professionalism at the School.

- Your behavior will be observed by faculty, staff, community members and the students at your assigned school.
- Remember that you are a guest in the school and a representative of UTA.
- Dress professionally.
 - Do not wear clothing that is tight-fitting, torn, transparent, or that reveals the back or midriff.
 - Women – Do not wear tops with low or loose necklines to school – no cleavage!
 - Do not wear shorts, cut-offs, sweat pants, or wind pants (even if you are placed with a coach who wears athletic clothing to class).
 - No T-shirts, ball caps, crocs, beach shoes, flip-flops, slippers, or open-toe shoes.
 - Jeans or school t-shirts are only acceptable on days designated by the principal and must fit appropriately with no excessive fading, wear, tightness, sagging, etc.
 - Do not wear nose/tongue rings or flashy jewelry.
 - Cover tattoos.
- Nametags are to be worn in the schools throughout the entire field experience. If not provided with one by the school, please get a lanyard or ID clip and wear your UTA ID at all times when you are in the school.
- Confidentiality is extremely important. School personnel, students and activities are not to be discussed off-campus. *Do not use the names of your cooperating teacher, students in his/her classes, or the school where you are completing your field experience in your reflective essays or in class discussions.* Simply refer to “my school”, “my cooperating teacher”, or “a student in my class”.
- Do not engage in gossip or venting with anyone at your assigned school.
- Do not give your phone number to any student and do not accept the phone number of a student.
- Do not ‘friend’ or ‘follow’ students on any social media platform.
- Do not engage in any behavior that could be (mis)construed as sexual with students or colleagues – hugging, flirting, commenting on appearance, leering, meeting outside of the school, etc.
- Avoid discussing your personal life with students and colleagues.
- Always accept suggestions for improvement in a positive and professional manner.

Immunity Status for Teacher Certification Candidates.

- “A professional employee of a school district is not personally liable for any act that is incident to or within the scope of the duties of the employee’s position of employment and that involves the exercise of judgment or discretion on the part of the employee, except in circumstances in which a professional employee uses excessive force in the discipline of students or negligence resulting in bodily injury to students. In this section, “professional employee” includes ... a student in an education preparation program participating in a field experience or internship.” SENATE BILL No. 1, 74th Texas Legislature, 1994, SUBCHAPTER B. CIVIL IMMUNITY, SECTION 22.051, Immunity from Liability for Professional Employees.

Code of Ethics and Standard Practices for Texas Educators.

- 1) Professional Ethical Conduct, Practices and Performance.
 - a) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
 - b) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
 - c) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

- d) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
 - e) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
 - f) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
 - g) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
 - h) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
 - i) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
 - j) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
 - k) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
 - l) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
 - m) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.
- 2) Ethical Conduct Toward Professional Colleagues.
- a) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
 - b) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
 - c) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
 - d) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
 - e) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
 - f) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
 - g) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.
- 3) Ethical Conduct Toward Students.
- a) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
 - b) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
 - c) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

- d) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
- e) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- f) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- g) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
- h) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
- i) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
 - i) the nature, purpose, timing, and amount of the communication;
 - ii) the subject matter of the communication;
 - iii) whether the communication was made openly or the educator attempted to conceal the communication;
 - iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 - v) whether the communication was sexually explicit; and
 - vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Field Experience Reflective Essays. You will write a 100 to 300-word reflective essay in which you describe and analyze your experiences for the week(s).

- Your essay should include attention to your thoughts about the curriculum, instructional strategies, assessment practices, classroom management/discipline, student diversity, student motivation, parent involvement, professional responsibilities of teachers, or legal/ethical issues in teaching, etc. You should select a few topics that are most relevant to your experience over the past week and avoid repeating the topics of your essays as much as possible.
- Each week should include a quick review of instructional strategies you observed and/or practiced for teaching content knowledge and skills. Explain challenges, success, and insight for future use.
- Each week's essay should be an *original composition* in which you demonstrate that you are thoughtfully reflecting on your growth as a teacher and your understanding of the profession.
- Include a weekly description of the instructional strategies modeled in EDUC 4342 and at your placement. Reflect on the strategies and how they may be implemented in the classroom (pros/cons).
- Be sure to edit your essay for mechanics, punctuation, and spelling.
- **A final reflective essay will be due at the end of the semester.** The final essay should combine your essays into one coherent essay in which you demonstrate that you are thinking deeply about what you have learned about teaching and learning during the semester. The final essay should be 1500-2000 words.

Professional Dispositions, Online Assignments, and Collaborative Learning. Each student/candidate in the College of Education of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions. The full College of Education dispositions policy is available online at:

https://www.uta.edu/coed/downloads/COEd_PROFESSIONAL_DISPOSITIONS_2016.pdf.

Online assignments will be announced. They will be explained in class and on Blackboard at different times during the semester.

In class, you will participate in a collaborative learning group:

- Your participation in the Group Learning Activities and Class Discussions are expected each week.
- Group activities will include a variety of cooperative learning activities.
- You must be present in class to receive credit for the group activities.
- Students are expected to practice and discuss instructional strategies.

	Excellent	Fair	Unacceptable
Attendance	Attended all class meetings (50 points)	Missed one class meeting (excused 40 points) (unexcused 25 points)	Missed two class meetings (excused 30 points) (unexcused 0 points)
Participation	Always participated in class discussions (23-25 points)	Usually participated in class discussions (15-22 points)	Rarely spoke during class discussions (0-14 points)
Contributions	Always demonstrated outstanding preparation for class with insightful contributions to discussions (23-25 points)	Usually demonstrated good preparation for class including on-topic contributions to discussions (15-22 points)	Contributions to discussion were usually off-topic or demonstrated lack of preparation for class (0-14 points)

Field Placement Sign-in Sheet. A sign-in sheet is required to document candidates’ attendance in their field placement. It must be signed weekly by the Cooperating Teacher and turned in at the end of the semester.

Lesson Plan and Reflection Assignment. Lesson plans should include a variety of instruction strategies modeled and practiced in this course. Lesson plans are assessed regarding the mastery of lesson planning and instruction strategy selection. This lesson should be able to be practiced in candidates’ field experience.

Directions. Students will create lesson plans that reflect knowledge of content and knowledge of appropriate content specific instructional strategies and assessments practices for Grade 7 – 12 learners. Expectations for this assignment include fundamentals of instruction based on research from entities like the Institute of Education Sciences. Students are expected to practice discipline specific instructional strategies learned from courses in their teacher preparation program.

Write the lesson as if you telling providing step-by-step instructions to someone who has never taught or worked with students before. Do not use first person (I, me, etc.). Use imperative sentences. When writing the lesson, pay close attention to the format. Be sure that your lesson plan is easy to read and that you have indented and used appropriate spacing.

1. Background Information

University of Texas at Arlington	
Secondary Lesson Plan and Self-Assessment Form	
UTA Candidate: _____	
Cooperating Teacher _____	School: _____
Grade Level: _____	Subject: _____
Lesson Topic: _____	Date of Lesson: _____
Approximate Duration of Lesson: _____	

2. Lesson Overview (150- 200 words)

- a. Describe the content and the skills to be taught in this lesson. Some background information may be included. Explain the purpose of the lesson.
- b. Describe *your reason* for selecting the teaching strategies that are used in this lesson. (This means that you need to demonstrate your ability to think like a teacher and to show your careful consideration of the appropriate pedagogical activities and instructional decisions to best teach the key concepts in the lesson.)

3. Standards, Objectives, Resources (Materials, Technology, and Vocabulary)

- c. TEKS: Write out the specific learning standard provided in the Texas Essential Knowledge and Skills (TEKS) document provided by the Texas Education Agency (TEA).
 - i. Only select the TEKS that identify the main ideas of the lesson. Do not select too many.
 - ii. Write the standard as it appears in the TEA document, with appropriate indentation.
- d. English Language Arts Proficiency Standards (ELPS):
 - i. Write out the specific standards as it appears in the TEA document.
 - ii. First, select the TEKS. Next, write the learning objective. Third, determine the appropriate assessment. Fourth, select the best ELPS(s) that address the assessment(s).
- e. National Standards:
 - i. Write out the specific standards. (See the national teaching organization affiliated with your discipline. ELAR, Social Studies, History, or LOTE students use the addendums provided at the end of this assignment.)
- f. Learning Objective(s) (Must be behavioral/ measureable and directly linked to the learning standards)
 - i. Learning objectives are to tell the reader what students will be able to know and do as a result of the lesson.
 - ii. Provide a bulleted list of measureable objectives that are tied directly to the TEKS selected.
 - iii. Objectives must be measureable (i.e. define, list, compare, discuss, etc.). Words like “understands” or “know” are not measureable—meaning they do not tell the reader what students will specifically be able to know and do.
 - iv. Objectives must include the expected performance and criterion.
- g. Language Objective(s)
 - i. Directly linked to the ELPS.

- ii. Resource: ELPS at a Glance by El Saber Enterprises. www.elsaberenterprises.com. (This small, narrow flip chart is available in the bookstore.)
 - h. Materials Needed: (Bulleted List)
 - i. If you use a video or music, provide the title and link (if Online).
 - ii. List materials for both the teacher and students.
 - iii. If you use handouts, provide the name of the handout (i.e., Handout: Outline Map of Africa). Do not just say “handouts.”
 - i. Technology Needed: (Bulleted List)
 - i. Provide a rationale statement. (Explain why this technology is necessary and important to the teaching of the lesson.)
 - j. New Vocabulary
 - i. List the new vocabulary (academic and other) the students will encounter in the lesson. (These words should be previewed at some point during the lesson.)
 - ii. Suggestion: Identify cognates for the English Language Learners (ELL). Cognates are words that have the same root words, or linguistic derivation (e.g., Correct and Correcto).
4. Assessment/Evaluation Overview (Should directly connect to learning objectives and standards)
- k. Explain the summative and/or formative assessments used in the lessons. *This should be a description of the assessment(s) and the expectations of students’ performance for the assessment(s). Be sure to address how the assessment(s) will help the students’ retention of content.*
 - l. List or identify formative and/or summative assessment(s) for the lesson plan.
 - m. *For each identified assessment, the instructions will be compared to the learning objectives and TEKS to determine whether the TEKS are adequately assessed as indicated by the objectives.*
5. Procedures—The Development of Topic and Practice of Knowledge and Skills
- n. Requirements to Keep in Mind:
 - i. Provide clear, specific, sequential steps that the teacher will follow when teaching the lesson. These steps, or procedures, should be in a bulleted format.
 - ii. Design and ask deep guiding questions that require students to explain what they know (e.g., “why,” “how,” “what if,” etc.), as appropriate, to scaffold student learning and to check for understanding. Use either Bloom’s Taxonomy or Costa’s Levels of Questioning.
 - iii. Identify specific instructional strategies (e.g., AVID strategies, cooperative learning strategies, etc.) when they occur in the lesson.
 - iv. Checks for understanding should occur regularly throughout the lesson. Identify how you will check for understanding in each part of your lesson. Asking guiding questions is one way to check for understanding.
 - v. Include the following in your instructions:
 - 1. Combine visual and verbal presentation of content.
 - 2. Alternate between demonstrating how to think critically (e.g. problem solving, predicting, etc.) and asking students to critically analyze in same way demonstrated by the teacher, either individually or in groups.
 - 3. Connect and integrate abstract and concrete representation of content.
 - o. Introduction of the Topic (Estimated Time: ____): *(Also known as the Anticipatory Set, Focus, Hook, Bell Ringer, and Pre-assessment)*
 - i. How will you capture student attention, access prior knowledge, and motivate students to complete the activities?

- ii. NOTE: Simply giving instructions for a developmental activity, which is part of the main lesson, is NOT a “sponge” activity/warm-up/bell ringer. The introduction is where you ENGAGE your students and HOOK their interest for the lesson.
- p. Development of the Topic (Estimated Time: __):
 - i. *Beyond the introduction and closure, each lesson includes some form of teacher input, teacher modeling, guided practice, assessment(s)/evaluation(s), guided questions, and other regular checks for understanding. The order and repetition of each of these components vary based on the discipline and the type of lesson design used. Label each component as they are addressed in the lesson plan.*
 - ii. Teacher Input (Estimated Time: __):
 - 1. The teacher plans to connect to prior knowledge and to deliver new knowledge (e.g., direct instruction (lecture), video, discussion, etc.).
 - iii. Modeling (Estimated Time: __):
 - 1. Demonstrate any new skills students will practice in the guided and/or independent practice part of the lesson. This may be integrated with the “Teacher Input” section.
 - iv. Guided Practice (Estimated Time: __):
 - 1. When giving a student an activity and/or assessment, work through a part of it with the students. Model and explain expectations. Provide time to work independently as appropriate (When teaching the lesson, remember to debrief students on what they learned.)
 - v. Assessment/Evaluation Procedures (Estimated Time: __):
 - 1. Assessments can take many forms (e.g., discussions, activities, written work, projects, etc.) Provide the step-by-step procedures and instructions for formative and/or summative assessment(s) for this lesson.
 - 2. Assessments are directly tied to and reflect the learning objectives and TEKS. *Be sure to that the assessment(s) will help the students’ retention of content.*
 - vi. Checking for Understanding
 - 1. Teachers must plan to check for understanding through the lesson. This can be done using a number of strategies, including guiding questions. *For each part of the lesson, identify how you plan to check for understanding.*
 - 2. Do NOT assume that the reader of your lesson plan will know when a given procedure is a check for understanding. Label this in your procedures!
- q. Lesson Closure (Estimated Time: __):
 - i. The culmination provides the teacher with an opportunity to determine whether or not you have accomplished the objective for the lesson.
 - ii. The Closure is very important. This is when the main concepts of the lesson are pulled together. Simply making a statement at the end of the lesson doesn’t truly debrief what was learned. The Closure should actively engage students in some way. This is a relatively quick activity, but should not be cursory.
- 6. Planning Ahead for Other Lesson Considerations:
 - r. Reteaching
 - i. Reteaching is basically a contingency plan. This is when a teacher plans for “What if students do not understand a key concept of the lesson?” (The key concepts selected should be based on the learning objectives).
 - ii. A reteach is a relatively short activity that can be used to address a concept that students did not understand from the original lesson plan.

- iii. The reteaching activity is a different way to learn the key concept(s) of the lesson. It must be different from the strategies used in the original lesson.
 - s. Extensions (Advanced learners)
 - i. Planning for extending the lesson helps the teacher be prepared for students who understanding the original lesson quickly and need to be challenged in a deeper, more rigorous manner. This is not simply giving students more work. Be creative. Think about how can the learning of the key concepts in the lesson be taken to a higher level.
 - t. Accommodations (*English Language Learners*)
 - i. English language learners sometimes need accommodations to the original lesson. This does not mean less work or for a modification to the lesson.
 - ii. It should be the same lesson that accommodates their language proficiency level. This is tied to the ELPS and the Language Objectives.
 - iii. Identify the level of proficiency for which the lesson is accommodated (beginner, intermediate, etc.)
 - u. Modifications (Students with special needs/504 (those with IEPs))
 - i. Students with special needs and/or a learning disability may require that the lesson be modified, or changed, in some way to meet the students' needs. Plan for the lesson to be modified to meet such a need.
 - ii. Do NOT write that "There are no special education/504 students in the class!" This is unacceptable. The reader of the lesson plans needs to see evidence that UTA teacher candidates can plan for modifying instruction to meet the needs of their students.
7. Self-Assessment: (TO BE COMPLETED AFTER TEACHING THE LESSON)
- a. As you respond to each of the following questions, demonstrate through your responses that you are thinking deeply about the development of your teaching skills.
 - b. Explain what you think are the strengths of your implementation of the lesson.
 - What aspects of the lesson were particularly successful?
 - What do you think accounts for the success in this area?
 - c. What are the greatest challenges that you faced during the implementation of the lesson?
 - a. What aspects of the lesson were not particularly successful?
 - b. How will you adjust these challenges in future lessons?
 - d. Reflection for Continual Improvement:
 - Explain how the lesson design included an opportunity or opportunities for students to practice what they have previously learned.
 - Was there a part of the lesson that you felt students did not securely grasp the concepts being taught? If so, explain what happened and how you would reteach it.
 - What did you learn that can be applied to future lessons?

Lesson Plan Rubric

Criteria	Unacceptable	Acceptable	Target
Lesson Plan Components	Not well developed lesson plan which includes 2 of the 4 required elements of a lesson plan: <ul style="list-style-type: none"> Required Format Overview Resources (materials, technology, & vocabulary) Reteach example 	Acceptable lesson plan which includes 3 of the 4 required elements of a lesson plan: <ul style="list-style-type: none"> Required Format Overview Resources (materials, technology, & vocabulary) Reteach example 	Fully developed lesson plan which includes <u>all</u> required elements of a lesson plan such as: <ul style="list-style-type: none"> Required Format Overview Resources (materials, technology, & vocabulary) Reteach example
First Required, National Standard Statement	The required national standard was not included in the lesson. Rational for standard alignment is poorly stated.	The required national standard does not directly align to learning objectives and key assessment. Rational for standard alignment is provided.	The required national standard is included and does directly to the learning objectives and key assessment. Rational for standard alignment is clearly articulated.
Second Required, National Standard Statement	The required national standard was not included in the lesson. Rational for standard alignment is poorly stated.	The required national standard does not directly align to learning objectives and key assessment. Rational for standard alignment is provided.	The required national standard is included and does directly to the learning objectives and key assessment. Rational for standard alignment is clearly articulated.
TEKS & ELPS	TEKS and/or ELPS chosen are inappropriate for the theme and content of the lesson.	Either the number of TEKS and/or ELPS selected are not sufficient/too many or are inappropriate for the theme and content of the lesson.	TEKS choses are appropriate for the theme or content of the lesson. The ELPS are correctly selected and align with learning objectives and key assessment.
Objectives	Either there are no objectives provided for the lesson or they demonstrate limited understanding of learners, learning standards, and/or alignment to learning standards (i.e., TEKS, ELPS, CCRS, and National Standards).	The lesson contains 2-3 learning objectives that demonstrates understanding of learners, learning standards (i.e., TEKS, ELPS, CCRS, National Standards), and an ability to construct objectives for instruction that draw on learning standards.	The lesson contains 2- 3 learning objectives are clearly articulated and appropriate for grade and content. Demonstrates in depth understanding of learners, learning standards, and an ability to construct well developed objectives that directly align learning standards (i.e., TEKS, ELPS, CCRS, and National Standards).
Key Assessment	The lesson's key assessment is poorly described and may or may not align to the learning objectives and/or standards. The chosen assessment is inappropriate or does not adequately evaluate the lesson.	The lesson's key assessment is acceptably described with adequate alignment to the learning objectives and standards. Assessment is designed to reinforce knowledge and skills to enhance retention of content.	The lesson's key assessment is thoroughly explained with a clear alignment to the learning objectives and learning standards. Assessment selected is well designed to enhance retention of content.
Overall Procedures	Demonstrates a limited lesson plan or lack of real insights about content and pedagogy	Demonstrates good knowledge of content as well as instructional resources, procedures, and pedagogy that are adequately suited to the content and lesson.	Demonstrates a depth of knowledge of content taught as well as instructional resources, procedures, and pedagogy that are best suited to the content and lesson.
Procedures, Components of the Lesson	Lesson procedures include <u>3 or fewer</u> of the following that may or may not be poorly written: <ul style="list-style-type: none"> Introduction (i.e., hook, warm-up, anticipatory set) Teacher input Teacher modeling Guided practice Key Assessment Closure 	Lesson includes a good faith attempt of <u>all</u> following, with a few that are well designed: <ul style="list-style-type: none"> Introduction (i.e., hook, warm-up, anticipatory set) Teacher input Teacher modeling Guided practice Key Assessment Closure 	An exceptionally well organized lesson which includes <u>all</u> of the following well-written elements: <ul style="list-style-type: none"> Introduction (i.e., hook, warm-up, anticipatory set) Teacher input Teacher modeling Guided practice Key Assessment Closure

Criteria	Unacceptable	Acceptable	Target
Procedures, Critical Thinking	<p>Demonstrates a depth of understanding to construct lessons with 2 or fewer of the following elements:</p> <ul style="list-style-type: none"> Graphical (visual) and verbal presentation and analytical thinking. Includes some critical thinking and analysis Models and/or expects students to know of the connection between abstract and concrete representation of content Uses questions to guide students demonstration of what they know (e.g., why?, how?, what if? etc.) 	<p>Demonstrates a depth of understanding to construct a strong lesson with 3 of the 4 elements below:</p> <ul style="list-style-type: none"> Acceptable graphical (visual) and verbal presentation and analytical thinking. Requires critical thinking and analysis Models and requires students to demonstrate understanding of the connection between abstract and concrete representation of content Uses good questions to guide students demonstration of what they know (e.g., why?, how?, what if? etc.) 	<p>Demonstrates a depth of understanding to construct a rigorous lesson with <u>all</u> of the following:</p> <ul style="list-style-type: none"> Excellent graphical (visual) and verbal presentation and analytical thinking. Requires strong, well-articulated critical thinking and analysis Clearly models and requires students to demonstrate understanding of the connection between abstract and concrete representation of content Uses deep questions to guide students demonstration of what they know (e.g., why?, how?, what if? etc.)
Extension, Modifications & Accommodations	Demonstrates poor understanding of extensions, accommodations and modifications needed for students to learn, which may or may not be inappropriate.	Demonstrates basic understanding of extensions, accommodations and modifications needed for students to learn, which are acceptable for the lesson.	Demonstrates in-depth understanding of extensions, accommodations and modifications needed for all students to learn and which are well aligned to the lesson.
Reflection	Demonstrates poor/limited metacognition skills and ability to reflect on performance, future expectations, and adaptations based on experience.	Demonstrates acceptable metacognition skills and ability to reflect on performance as a teacher by adequately describing analyzing strengths, challenges, future application, changes, and expectations. Provide acceptable plans for ongoing connection to and practice of prior knowledge and skills.	Demonstrates strong metacognition skills and ability to reflect on performance as a teacher by analyzing strengths, challenges, future application, changes, and expectations. Provide plans for ongoing connection to and practice of prior knowledge and skills.
Grammar, Punctuation, Easy to Read	Did not demonstrate appropriate grammar usage and writing conventions. Difficult to read.	Demonstrated acceptable grammar usage and writing conventions. Somewhat easy to read.	Demonstrated excellent grammar usage and writing conventions. Easy to read.

Unit Plan. Remember your Unit Plan should include a variety of instructional strategies modeled and practiced in this course. Your mastery of the fundamentals of teaching will be assessed, including, but not limited to: lesson and unit planning, teacher decision-making, and strategy selection. Planning curriculum is a fundamental part of a strong student teaching experience. Thus, this unit plan should be able to be practiced in your field experiences.

The unit plan objective is to help candidates grow accustomed to planning long-term thematic assignments that are rigorous, engaging and focused on college and career readiness. The unit plan assignment is meant to challenge candidates and assess their abilities to plan rigorous curriculum with high expectations for *all* students. Points will be deducted from unit plans that do not draw upon new *information and strategies* gained in this course and information gained from your teacher preparation program. For this assignment candidates will be required to think through and plan for each part of a unit as well as to describe rationales and decisions along the way. Candidates will also *include a sample lesson plan as part of the overall unit*.

Format: This assignment may be turned in as a narrative with subheadings from the chart below, or students may use the chart below to fill in the appropriate information. Be sure to use phrases, write in complete sentences, or use special formatting as appropriate for each section.

Scope & Sequence: Each candidate will be required to obtain the scope and sequence (yearly outline) from his/her Cooperating Teacher for course observed by the candidate. The unit plan must be aligned with a unit from the first semester in one of your placements.

Length of Unit Plan: Plan a 3-week unit of instruction. Be sure to specify the actual duration of your unit in the final Unit Plan Information.

Unit Plan Assignment Section Specifications. Provide the following: Unit title, subject, grade level, class period duration, goal (also known as theme, big idea or guiding question), national standards, state standards, unit objectives, technology resources, materials, key vocabulary, calendar (see instructions below), unit assessments (see instructions below), and unit fundamentals of instruction (see instructions below).

Calendar: Please attach a calendar that outlines this unit plan.

Create a calendar for the Unit Plan either using a chart/grid to create a visual calendar or a list to create a linear calendar. (A linear calendar simply lists Week 1, Day 1 (date), Day 2 (date), Day 3 (date), etc.)

Include the following information:

Content and strategy(s): Provide 1 – 2 sentences describing the content, skills, and teaching strategies/activities required for the lesson.

Include any of the following, as appropriate: Chapter and/or page numbers, tests, quizzes, projects, etc.

Make a note on the calendar, indicating when the included lesson plan will take place.

In addition, pay close attention to detail. Make a careful presentation of information. Careful copy-editing must be evident.

Unit Assessments: Provide a 2 – 3 paragraph description of the formative and summative assessments that will occur throughout the unit. Explain why you chose (rationale) these assessments instead of others. What is the

final (summative) assessment? Why was it selected? Be sure and mention how they assess whether or not students met your objectives for the unit (impact on student learning).

Design and plan assessments that enhance retention of content. In a minimum of 1 – 2 sentences explain how the assessments aid in the retention of content.

Unit Fundamentals of Instruction. In a minimum of 1 paragraph, explain how the Unit Plan will provide opportunities to:

Combine both visual and verbal presentation of content.

Alternate between the teacher demonstrating (modeling) how to think critically (e.g., problem solving, predicting, etc.) and asking students to critically analyze in same way demonstrated by the teacher, either individually or in groups.

Connect and integrate abstract and concrete representation of content.

Practice what students previously learned.

Guided Questions: Provide examples of guided questions that will be asked throughout the unit that demand students to explain what they know (e.g., “why,” “how,” “what if,” etc.)

Sample Lesson Plan

Attach a sample lesson plan using the formal UTA format.

Essay (Unit Plan Rationale/Decision-making)

Create a 3-4 paragraph rationale for creating this unit.

State the purpose of this Unit Plan.

Think about what students will learn to DO better (skills) and what new things they will LEARN (knowledge), while addressing how they align with the state and national standards. What sorts of writing and other content specific knowledge/skills will be included in this unit? How is this unit rigorous? In what ways does it contribute to a college-going culture in your classroom?

Explain your rationale/decision-making process for selecting the strategies/methods for the content/skills you are teaching. How did you decide which ones to use? Why?

Explain where you learned the strategies employed in your unit plan. Give page numbers and course references *where applicable*.

Explain the rationale for the strategies/methods included in your lesson plan.

UNIT PLAN

Completely and appropriately describe, list, or otherwise provide the information in the chart below according to the previous instructions. (This may be completed as a narrative with subheadings from the chart, or by using the chart provided.)

UNIT INFORMATION	Unit Title	
	Subject	
	Grade Level	
	Unit Duration	
	Class Period Duration (Select 50 minute or 90 minute class period.)	
	Goal (Big Idea, Theme, or Guiding Question)	
	National Standards (List)	
	State Standards (List the number and/or letter; Minimum of 5 standards)	
	Unit Objectives	
	Technology	
	Other Resources & Materials (Identify chapters, include copies of handouts, etc.)	
	Key Academic Vocabulary	
	Unit Plan Calendar	
	Unit Assessments (Rationale, 2 -3 paragraphs)	
	Unit Assessments In a minimum of 1 – 2 sentences explain how assessments aid in the retention of content.	
	Fundamentals of Instruction (A minimum of 1 paragraph)	
SAMPLE LESSON PLAN	Attach a sample lesson plan using the formal UTA format.	
ESSAY (RATIONALE)	Create a 3 – 4 paragraph rationale for creating this instructional unit.	

Unit Plan Rubric

Criteria	Approaches Standard	Meets Standard	Exceeds Standard
Unit Plan Components	Unit plan includes <u>less than 5</u> required elements: Complete unit plan Technology Required materials & resources Unit vocabulary Calendar Lesson plan Reflective essay	Acceptable unit plan, includes <u>6 of the 7</u> required elements: Complete unit plan Technology Required materials & resources Unit vocabulary Calendar Lesson plan Reflective essay	Fully developed unit plan, includes <u>all</u> required elements: Complete unit plan Technology Required materials & resources Unit vocabulary Calendar Lesson plan Reflective essay
First Required, National Standard Statement	National standard was not included in the unit plan. Rational for standard alignment is poorly stated.	National standard does not directly align to learning objectives and key assessment. Rational for standard alignment is provided.	National standard is included and directly aligns to the learning objectives and key assessment. Rational for standard alignment is clearly articulated.
Second Required, National Standard Statement	National standard was not included in the unit plan. Rational for standard alignment is poorly stated.	National standard does not directly align to learning objectives and key assessment. Rational for standard alignment is provided.	National standard is included and directly aligns to the learning objectives and key assessment. Rational for standard alignment is clearly articulated.
Third Required, National Standard Statement	National standard was not included in the unit plan. Rational for standard alignment is poorly stated.	National standard does not directly align to learning objectives and key assessment. Rational for standard alignment is provided.	National standard is included and directly aligns to the learning objectives and key assessment. Rational for standard alignment is clearly articulated.
Goals & Objectives	Either there are no goals or objectives provided for the unit plan or they demonstrate limited understanding of learners, learning standards, and/or alignment to learning standards (i.e., TEKS, ELPS, CCRS, and National Standards).	The unit plan contains 2-4 learning goals/objectives. Demonstrates understanding of learners, learning standards (i.e., TEKS, ELPS, CCRS, National Standards), and an ability to construct objectives for instruction that draw on learning standards.	The unit plan contains 3-5 learning goals/objectives are clearly articulated and appropriate for grade and content. Demonstrates in depth understanding of learners, learning standards, and an ability to construct well developed objectives that directly align learning standards (i.e., TEKS, ELPS, CCRS, and National Standards).
Key Assessment Rationale	The unit plan's key summative and formative assessments are poorly described and may or may not align to the learning objectives and/or standards. Limited ability to select appropriate assessments. The chosen assessments are inappropriate or do not adequately evaluate the lesson.	The unit plan's key summative and formative assessments are acceptably described with adequate alignment to the learning objectives and standards. Demonstrates adequate ability to select assessments that suit the unit plan. Assessments are designed to reinforce knowledge and skills to enhance retention of content.	The unit plan's key summative and formative assessments are thoroughly explained with a clear alignment to the learning objectives and learning standards. Demonstrates depth of knowledge of selecting assessments that best suit the unit plan. Selected assessments are well designed to enhance retention of content.
Unit Plan Calendar	No outline is provided or very poor ability to plan acceptable instruction for the unit. The timeline for the unit is not appropriate.	Demonstrates ability to plan unit instruction, not all required elements are apparent. The timeline for the unit is possible	Demonstrates careful, deliberate planning of thoughtful unit instruction with appropriately timed assessments. Day for sample lesson plan is indicated in some way.
Lesson Plan	The sample lesson plan is either not attached or demonstrates a limited ability to design a lesson plan for the unit plan assignment.	The sample lesson plan adequately fits within the unit and is designed to provide good instruction. It is attached to the unit plan assignment.	The sample lesson plan demonstrates the ability to create a rigorous lesson plan that fits well into a unit. It is attached to the unit plan assignment.

Unit Fundamentals of Instruction (Presentation, Critical Thinking, and Content Representation)	Demonstrates a depth of understanding to construct lessons with 0-2 of the following elements, some which demonstrate limited ability: Graphical (visual) and verbal presentation and analytical thinking. Includes some critical thinking and analysis Models and/or expects students to know of the connection between abstract and concrete representation of content Uses questions to guide students demonstration of what they know (e.g., why?, how?, what if? etc.)	Demonstrates a depth of understanding to construct a good lesson with 2-3 elements below: Acceptable graphical (visual) and verbal presentation and analytical thinking. Requires critical thinking and analysis Models and requires students to demonstrate understanding of the connection between abstract and concrete representation of content Uses good questions to guide students demonstration of what they know (e.g., why?, how?, what if? etc.)	Demonstrates a depth of understanding to construct a rigorous lesson with 3-4 of the following, which are designed well: Excellent graphical (visual) and verbal presentation and analytical thinking. Requires strong, well-articulated critical thinking and analysis Clearly models and requires students to demonstrate understanding of the connection between abstract and concrete representation of content Uses deep questions to guide students demonstration of what they know (e.g., why?, how?, what if? etc.)
Unit Plan Rationale	Demonstrates a depth of understanding of less than 5 of the following elements: Purpose of unit plan Learning objectives and standards Scope & sequence (unit timing) Appropriate summative and formative assessments Excellent accounting of decision-making process for selecting pedagogical approaches (strategy/method) for the content & skills Well-articulated and easy to understand Where selected pedagogical approaches were learned, at least one from the EDUC 4342/4343 course materials	Demonstrates adequate understanding of 6 of the 8 following elements: Purpose of unit plan Learning objectives and standards Scope & sequence (unit timing) Appropriate summative and formative assessments Excellent accounting of decision-making process for selecting pedagogical approaches (strategy/method) for the content & skills Well-articulated and easy to understand Where selected pedagogical approaches were learned, at least one from the EDUC 4342/4343 course materials	Demonstrates a depth of understanding of each of the following: Purpose of unit plan Learning objectives and standards Scope & sequence (unit timing) Appropriate summative and formative assessments Excellent accounting of decision-making process for selecting pedagogical approaches (strategy/method) for the content & skills Well-articulated and easy to understand Where selected pedagogical approaches were learned, at least one from the EDUC 4342/4343 course materials.
Grammar, Punctuation, Easy to Read	Demonstrate poor grammar usage and writing conventions. Difficult to read.	Demonstrated acceptable grammar usage and writing conventions. Somewhat easy to read.	Demonstrated excellent grammar usage and writing conventions. Easy to read.

Course Standards. TEA Standards and TExES PPR Competencies occur throughout the course. The course schedule, at the end of this document, identifies when they are introduced.

Texas Administrative Code Title 19, Part 2, Chapter 149, Subchapter AA.

- **Standard 1: Instructional Planning and Delivery.** Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.
 - (A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.
 - (B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.
 - (C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
 - (D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.
 - (E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.
 - (F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.
- **Standard 2: Knowledge of Students and Student Learning.** Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.
 - (B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning
- **Standard 3: Content Knowledge and Expertise.** Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.
 - (A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.
 - (B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.
 - (C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.
- **Standard 4: Learning Environment.** Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.
 - (A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.
 - (B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
 - (C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
 - (D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

TEXES Pedagogy and Professional Responsibilities (PPR) 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.
- Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.
- Competency 003: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
- 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.
- Competency 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.
- Competency 008: The teacher provides appropriate instruction that actively engages students in the learning process.

Course Schedule

Date	Topics & Standards	References & Assignments
Week 1 8/31/2016	Introduction Early Field Experience Overview Professional Dispositions Observation Techniques/Tools <i>TEA Standard 1; PPR Competency 3</i>	Field Experience Placement 1: August 22 – October 7
Week 2 9/7/2016	Introduction to Lesson Planning Texas Essential Knowledge & Skills (TEKS) <i>TEA Standard 1-4; PPR Competency 1-3</i>	Due: Blog link posted in Blackboard Due: Reading Response Blog #1 Koedinger, K., McDaniel, M., and Metcalfe, J., Recommendation 1: Space learning over time.
Week 3 9/14/2016	Planning, Learning Objectives, & Assessment Peer review: TEKS, objectives, and evaluation <i>TEA Standard 1-4; PPR Competency 5-8</i>	Due: Field Experience Reflective Essay #1 Koedinger, K., McDaniel, M., and Metcalfe, J., Recommendation 2: Interweave worked example solutions with problem-solving exercises
Week 4 9/21/2016	Lecture & Direct Instruction Peer review: Lesson Plan (LP Draft Due) Guest Speaker: Middle Levels	Due: Reading Response Blog #2
Week 5 9/28/2016	Online Class: Blackboard Guest Speaker: Global Learning	Due: Field Experience Reflective Essay #2 Koedinger, K., McDaniel, M., and Metcalfe, J., Recommendation 3: Combine graphics with verbal descriptions
Week 6 10/5/2016	Special Populations Differentiated Instruction Summative, Formative, & Cumulative Assessments Designing a Unit Plan	Due: Lesson Plan (Blackboard & Tk20) Last Week of FE Placement 1 Koedinger, K., McDaniel, M., and Metcalfe, J., Recommendation 4: connect and integrate abstract and concrete representations of concepts
Week 7 10/12/2016	Questioning Designing a Unit Plan	Field Experience Placement 2: October 10 – December 7 Due: Field Experience Reflective Essay #3

Week 8 10/19/2016	Instruction Practices Maker Movement	Due: Reading Response Blog #3 Koedinger, K., McDaniel, M., and Metcalfe, J., Recommendation 5: use quizzing to promote learning
Week 9 10/26/2016	Technology in the Classroom Flipped Instruction	Due: Field Experience Reflective Essay #4 Koedinger, K., McDaniel, M., and Metcalfe, J., Recommendation 6: help students allocate study time efficiently
Week 10 11/2/2016	Analyzing Data for the Classroom	Due: Reading Response Blog #4
Week 11 11/9/2016	Concept Formation Peer review: unit plan (Draft Due)	Due: Field Experience Reflective Essay #5 Koedinger, K., McDaniel, M., and Metcalfe, J., Recommendation 7: ask deep explanatory questions
Week 12 11/16/2016	Cooperative Learning, Simulations, and Role Play	Due: Unit Plan (Blackboard & Tk20)
Week 13 11/23/2016	No Class	
Week 14 11/30/2016	Topics in Education	Due: Reading Response Blog #5
Week 15 12/7/2016	Discussion, Debate, & Student-Directed Investigation	Due: Final Field Experience Reflective Essay

Course Schedule Policy:

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Dr. Brown

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381.