EDUC 4343: TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL
Fall 2016 ~ Sect 001 ~ Wed. 5:00-7:50

Department of Curriculum & Instruction
College of Education

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Class Meeting: Wednesday, 5:00 – 7:50
Science Hall, Room 333

Description of Course Content

Methods and materials for social studies teaching and learning at the secondary school level. Emphasis on establishing a productive classroom environment, curriculum planning, implementation of effective instructional strategies, integration of educational technologies, and assessing student learning. It includes field-experience in a social studies classroom in a local middle or high school one day a week. 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

Social Studies teachers should possess the knowledge, capabilities, and dispositions to:

1. provide learning opportunities at the appropriate school levels that support learners' intellectual, social, and personal development.
2. create at the appropriate school levels learning experiences that fit the different approaches to learning of diverse learners.
3. use at the appropriate school levels a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
4. create at the appropriate school levels learning environments that encourage social iinteraction, active engagement in learning, and self-motivation.
5. use...verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom.
6. plan instruction... based on understanding of subject matter, students, the community, and curriculum goals.
7. use formal and informal assessment strategies ... to evaluate and ensure the continuous intellectual, social, and physical development of learners. They should be able to assess student learning using various assessment formats, including performance assessment, fixed response, open-ended questioning, and portfolio strategies.
8. develop as reflective practitioners and continuous learners.
9. foster cross-subject matter collaboration and other positive relationships with school colleagues, and positive associations with parents and others in the larger community to support student learning and well-being.

National Council for the Social Studies Pedagogical Standards

The teacher should be able to teach the following:

1. understanding historical/social studies terminology and concepts; the philosophical foundations of historical/social science inquiry; relationships between history and other disciplines; relationships among and between social science disciplines and other content areas; historical development and events; and skills for resolving conflicts, solving problems, and making decisions in historical/social studies contexts. (History Competency 16, 19, 21; Social Studies Competency 23)
2. interpreting diverse sources of historical information, significant historical development and events by era/periods of time, and uses methods to communicate historical information. (History Competency 17, 18: Social Studies Competency 1-12)
3. understanding sources of social studies information and knows how to interpret and communicate social studies information in various forms. (History Competency 20; Social Studies Competency 24)
4. understanding social science and historical research methods, including procedures for formulating research questions and for organizing, analyzing, evaluating, and reporting historical/social science information. (History Competency 18; Social Studies Competency 25)
5. understanding the Texas Essential Knowledge and Skills (TEKS) in social studies; knows how to plan and implement effective history/social studies instruction, including helping students make interdisciplinary connections and develop relevant reading skills; and knows procedures for assessing students' progress and needs in history/social studies. (History Competency 22; Social Studies Competency 26)

Texas Examinations of Educator Standards (Grades 7-12 History and Social Studies)
http://cms.texes-ets.org/texes/prepmaterials/texes-preparation-manuals/

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Required Course Materials
1. Instructional Strategies for Middle and Secondary Social Studies: Methods, Assessment, and Classroom Management, by Bruce E. Larson & Timothy A. Keiper
2. Tk20 HigherEd (To purchase your Tk20 account, go to https://tk20web.uta.edu and click on the link on the left side that reads "*Click here to purchase or register your student account*". Then choose "*I need to purchase my 7 year Tk20 account ($100)*" and complete the registration process.
3. ELPS at a Glance by El Saber Enterprises. www.elsaberenterprises.com. (This is a small, narrow flip chart. It is available in the bookstore.)
4. Teach Like a Champion, 2.0. (2015), by Doug Lemov.

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.

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. Also, please eat your dinner *before* coming to class.

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

Attendance and participation will be graded as follows:

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

Grading Policy
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; see "Student Support Services," below.

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog. 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 literary (LIST) class 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%

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://wweb.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). Only those students who have officially documented a need for an accommodation will have their request honored. 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. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy
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.

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 in their courses by 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. Additional information is available at https://www.uta.edu/conduct/.

Title IX
The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Student Support Services Available
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 www.uta.edu/resources

Electronic Communication Policy
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.

Campus Carry
Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Student Feedback Survey
At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather,

tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs. **I value your feedback very much. Please complete the SFS.**

Final Review Week

For semester-long courses**,** 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, which is located to the immediate right of the door or nearly straight down the corridor on the right. (See map http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_All/Evac_SH/Evac_SH_333.pdf) Go down the stairwell and out of the building. Be sure to check in with the professor so that we know you are out of the building. 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.

Students are encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at https://mavalert.uta.edu/ or https://mavalert.uta.edu/register.php.

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 IDEAS Center

(2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

Writing Center

The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services. Andy Herzog is the Education Librarian. He can be reached at 817-272-7434, and by email at amherzog@uta.edu. Other contacts: Subject Librarians library.uta.edu/subject-librarians

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. http://library.uta.edu/academic-plaza

The Writing Center Director, Assistant Director, or tutors are available to make classroom presentations describing Writing Center services. The Writing Center also offers workshops on topics such as documentation and will design specialized workshops at the request of instructors. To schedule a classroom visit or inquire about a workshop, please e- mail or call Tracey-Lynn Clough, Writing Center director, at clought@uta.edu or 817-272-2517.

Library Resources, Academic Help:
Academic Plaza Consultation Services library.uta.edu/academic-plaza
Ask Us ask.uta.edu/
Library Tutorials library.uta.edu/how-to
Subject and Course Research Guides libguides.uta.edu
Subject Librarians library.uta.edu/subject-librarians

Teacher Certification Policies

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, after meeting with your advisor, 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).

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

Purpose:
　The purpose of the early field experience (EFE) 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 courses

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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. Students in EDUC 4343 will complete over 100 hours in the field.

Dates of Early Field Experience:
The fall early field experience (EFE) for EDUC 4343 will begin on the first day of school in the school district in which students are placed and end Dec. 9th. 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 22th – October 7th. The second placement is October 10th – December 9th.** 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 4343 (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 4343. 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. If a student is removed the school district where he or she is placed and is placed in a different school district where he/she is also removed, then the student may be removed from the University of Texas at Arlington teacher preparation program. According the Texas Education Agency (TEA), any candidate removed from a teacher preparation program will not be allowed to be certified in the state of Texas.

Field Placement 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 Legislatur e, 1994, SUBCHAP TER B. CIVIL IMMUNI TY, SECTI ON 22.051, Immunity from Liability for Professional Employees

Code of Ethics and Standard Practices for Texas Educators:
- The Texas educator should strive to create an atmosphere that will nurture to fulfillment the potential of each student. The educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community. In conscientiously conducting his or her affairs, the educator shall exemplify the highest standards of professional commitment.

    I. Professional Ethical Conduct
        The Texas educator shall maintain the dignity of the profession by respecting and obeying the law, demonstrating personal integrity, and exemplifying honesty.
        a. The educator shall not intentionally misrepresent official policies of the school district or educational institution and shall clearly distinguish those views from personal attitudes and opinions.
        b. The educator shall honestly account for all funds committed to his or her charge and shall conduct financial business with integrity.
        c. The educator shall not use institutional or professional privileges for personal or partisan advantage.
        d. The educator shall accept no gratuities, gifts, or favors that impair professional judgment.
        e. The educator shall not offer any favor, service, or thing of value to obtain special

advantage.

f. The educator shall not falsify records, or direct or coerce others to do so.

II. Professional Practices and Performance

The Texas educator, after qualifying in a manner established by law or regulation, shall assume responsibilities for professional administrative or teaching practices and professional performance and shall demonstrate competence.

a. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications and shall adhere to the terms of a contract or appointment.

b. The educator shall not deliberately or recklessly impair his or her mental or physical health or ignore social prudence, thereby affecting his or her ability to perform the duties of his or her professional assignment.

c. The educator shall organize instruction that seeks to accomplish objectives related to learning.

d. The educator shall continue professional growth.

e. The educator shall comply with written local school board policies, state regulations, and other applicable state and federal laws.

III. Ethical Conduct Toward Professional Colleagues

The Texas educator, in exemplifying ethical relations with colleagues, shall accord just and equitable treatment to all members of the profession.

a. The educator shall not reveal confidential information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

b. The educator shall not willfully make false statements about a colleague or the school system. c. The educator shall adhere to written local school board policies and state and federal laws regarding dismissal, evaluation, and employment processes.

d. The educator shall not interfere with a colleague's exercise of political and citizenship rights and responsibilities.

e. The educator shall not discriminate against, coerce, or harass a colleague on the basis of race, color, religion, national origin, age, sex, disability, or family status.

f. The educator shall not intentionally deny or impede a colleague in the exercise or enjoyment of any professional right or privilege.

g. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

h. The educator shall have the academic freedom to teach as a professional privilege, and no educator shall interfere with such privilege except as required by state and/or federal laws.

IV. Ethical Conduct Toward Students

The Texas educator, in accepting a position of public trust, should measure success by progress of each student toward realization of his or her potential as an effective citizen.

a. The educator shall deal considerately and justly with each student and shall seek to resolve problems including discipline according to law and school board policy.

b. The educator shall not intentionally expose the student to disparagement.

c. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

d. The educator shall make reasonable effort to protect the student from conditions detrimental to learning, physical health, mental health, or safety.

e. The educator shall not deliberately distort facts.

f. The educator shall not unfairly 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, sex, disability, national origin, religion, or family status.

g. The educator shall not unreasonably restrain the student from independent action in the pursuit of learning or deny the student access to varying points of view.

V. Ethical Conduct Toward Parents and Community

The Texas educator, in fulfilling citizenship responsibilities in the community, should cooperate with parents and others to improve the public schools of the community.

a. The educator shall make reasonable effort to communicate to parents information that

lawfully should be revealed in the interest of the student.
b. The educator shall endeavor to understand community cultures and relate the home environment of students to the school.
c. The educator shall manifest a positive role in school-public relations.

Texas Administrative Code TITLE 19 EDUCATION, PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION, CHAPTER 247
EDUCATORS' CODE OF ETHICS, RULE §247.2 Code of Ethics and Standard Practices for Texas Educators
http://inf o.sos.state. tx.us/pls/pub/readtac$ ext.TacPag e?sl=R&app=9&p_dir=& p_rloc=&p_tloc=&p_ploc=&p g=1& ti=19&ch=247&rl=2

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 and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief 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 Model 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 assumption 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 do a job well.
- 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 eontext of their interactions with curricula, faculty, and other professionals.

The next 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 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.

EDUC 4343: TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL
Fall 2016 ~ Sect 001 ~ Wed. 5:00-7:50

POLICY AND GUIDELINES FOR PROFESSIONAL DISPOSITIONS

IN THE COLLEGE OF EDUCATION[1]
The University of Texas at Arlington

Approved by COEd Professional Dispositions Committee 4- 18-2012
Approved by Department of Curriculum and Instruction, Department of Kinesiology, and Department of Educational Leadership and Policy Studies 10-21-2012
Approved by Teacher Education Council 2-19-2013
Approved for UTeach Arlington Program, College of Science, 2- 27-2013
Revised to comply with college name change to College of Education, and minor edits, 8-2-2016

CONTENTS

[1] This Policy and Guidelines for Professional Dispositions document pertains to students and candidates enrolled in the following COEd Departments and/or Programs: Department of Curriculum and Instruction (C&I), Department of Kinesiology (KINE), Principal and Superintendent Certification Programs in the Department of Educational Leadership and Policy Studies (ELPS).

PROFESSIONAL DISPOSITIONS STATEMENT *(Approved by Teacher Education Council, 2-7-2012)*
The following statement on Professional Dispositions will appear in the Undergraduate and Graduate Catalogs and in all relevant documentation.

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.

I.   PROFESSIONAL DISPOSITIONS GUIDELINES
The following Professional Dispositions Guidelines are to be followed by all students and candidates in COEd. The standards referenced are those of the Texas Administrative Code.[2] Students and candidates are responsible for identifying and following professional standards and policies for their particular state.

A.   Professional Demeanor: TAC Standards 1.9, 1.10, 2.1 through 3.9
*   Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, PreK-16 students).
    o   Demonstrates kindness, fairness, patience, dignity and respect in working with others.
    o   Accepts decisions made by institutional authority.
    o   Treats others in a just and equitable manner.
*   Maintains composure and self-control.
    o   Responds positively to constructive criticism.
    o   Follows appropriate channels of communication/authority.
    o   Reacts professionally (calm and patient) when under stressful situations.

B.   Professional Practices: TAC Standards 1.1 through 3.9
*   Complies with class and program requirements
    o   Attends classes, trainings, and field experiences.
    o   Arrives on time and remains for the duration.
    o   Is prepared, engaged, and meets deadlines.
*   Demonstrates academic integrity and honesty.
*   Maintains appropriate confidentiality at all times.
*   Demonstrates compliance with all laws and regulations.
*   Demonstrates compliance with University policies and Texas Education Agency (TEA)/professional specialty program area standards[3]

C.   Professional Appearance: TAC Standards 1.7, 1.10, 2.5
*   Displays personal appearance and/or hygiene appropriate for professional settings.

D.   Professional Language/Communication: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11. 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9
*   Uses appropriate and professional language and conduct.
*   Works effectively, collaboratively, and equitably with others.
*   Receives feedback in a positive manner and makes necessary adjustments.
*   Uses electronic and social media appropriately, e.g., texting, Facebook, Linked-In.
*   Follows school and state regulations in electronic contacts made with PreK-12 students, parents, administrators, professors and others professionals.
*   Uses UT Arlington email as official university form of electronic communication and information.
*   Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email.

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[2] Texas Administrative Code, Ethics and Standard Practices for Texas Educators can be found at: http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2 .

[3] Specialty areas as in KINE must access and follow their discipline-specific professional and ethical standards. Non-Texas residents are responsible to follow the guidelines for ethical behavior published by their home state.

II. **DISSEMINATING PROFESSIONAL DISPOSITIONS STATEMENT, GUIDELINES, AND INFORMATION**
   The following procedures will be used to educate and disseminate the COEd Professional Dispositions statement, guidelines, and information to all students and candidates.

   a. The *I. Dispositions Statement* and *II. Professional Dispositions Guidelines* are listed in catalog (UG and G) and on COEd Website (UG and G portals)

   b. At first point of contact in the COEd students/candidates are given the *Professional Dispositions Statement* and *Professional Dispositions Guidelines* as they appear in this document.

      i. High School Students – given during information sessions

      ii. Undergraduate Students – given by advising office (COEd, COLA, COS, UTeach)

      iii. Transfer Students – given by advising office as above iv.
      Graduate Students – graduate advisor
      v. Academic Partnership (AP) Students – Welcome Letter sent by appropriate advisor

   c. After admitted, students/candidates are given the list of dispositions to agree to and sign. Students and candidates electronically 'agree' to the *Professional Dispositions Statement* and *Professional Dispositions Guidelines* that appear in this document and submit. Students and candidates have to agree to dispositions guidelines before they can be accepted into a full major in the COEd. If they do not agree they cannot proceed in the program.

   d. The *Professional Dispositions Statement* will be placed in appropriate program area Handbooks. The URL for accessing the *Professional Dispositions Statement* and *Professional Dispositions Guidelines* as they appear in this document will be placed in course syllabuses.

   e. Students/candidates complete a *Dispositions Education Module*[4] within an early course taken in the program. Faculty of each program will identify this introductory course to include completion of this module.

   f. Students/candidates will review the *Dispositions Education Module* prior to field experiences and/or student teaching orientation (C&I); practicum for Reading Specialist (C&I); application for practicum (ELPS); Step 1 and Classroom Interactions (UTeach); and methods of teaching courses (Kinesiology).

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[4] The *Dispositions Education Module* has been developed and approved by the Professional Dispositions Committee, and the faculty and administrators in the COEd.

III. PROCEDURES FOR ADDRESSING DIGRESSIONS FROM COEd PROFESSIONAL DISPOSITIONS POLICY *When digressions in Professional Dispositions Guidelines occur the following procedures will be implemented.*

a. Official Digressions Report (shown in this document as, *V. Digression Report for Use in Cases of Digressions from COEd Professional Dispositions Guidelines*) is completed by faculty/staff member (evaluation report is a check-box format), posted on website for faculty/staff access.

b. Faculty/staff member submits completed form to chair and/or program director.

c. Student/candidate is notified by the chair or program director that a Digressions Report has been completed and filed (chair/program director posts form to designated Mavspace file).

d. Student/candidate is contacted to schedule a meeting within 14 business days of the incident with faculty/staff, chair, and program director.

e. Disposition meeting takes place with student/candidate, faculty/staff, and chair and/or program director. (Note: If more than one faculty/staff member submits a report on the same student/candidate, the meeting occurs together).

f. Together an action plan to address dispositions is developed, signed by all present and posted in the designated file.

g. If the action plan agreed upon in the initial Department-level meeting proves to be ineffective or is not followed by the student/candidate, additional Department-level meetings may take place with a reiteration of existing or new action plan(s) developed.

h. Recurring or more serious offenses/digressions as determined at the Department-level by faculty, staff, and/or administrators, will be referred to the *College Dispositions Committee*[5] to review.

i. The College Dispositions Committee will make a recommendation as to continuance in program or options.

j. Electronic letter on outcome of College Dispositions Committee meeting from Committee and Dean is submitted to student/candidate to official UT Arlington email account.

k. The student/candidate has 14 days to appeal the decision, submitted to the College Dispositions Committee and COEd Dean.

l. The appeal will then be forwarded to the University's Office of Student Conduct.

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[5] The College Dispositions Committee will consist of members of each COEd Department, and at least one member each of COLA and COS. A representative of the UT Arlington Office of Student Conduct will serve as ex-officio on the College Dispositions Committee.

IV. DIGRESSION REPORT FOR USE IN CASES OF DIGRESSIONS FROM COEd PROFESSIONAL DISPOSITIONS GUIDELINES
The appropriate faculty, staff, administrator, or other supervisor will complete the following check sheet for students and candidates in cases of digressions from COEd Professional Dispositions Guidelines.

This document indicates <u>VIOLATIONS</u> the COEd Policy and Guidelines for Professional Dispositions (indicated by a check):
A. Professional Demeanor: TAC Standards 1.9, 1.10, 2.1 through 3.9
□ Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, PreK-16 students)
    □ Demonstrates kindness, fairness, patience, dignity and respect in working with others
    □ Accepts decisions made by institutional authority
    □ Treats others in a just and equitable manner
□ Maintains composure and self-control
    □ Responds positively to constructive criticism
    □ Follows appropriate channels of communication/authority
    □ Reacts professionally (calm and patient) when under stressful situations

B. Professional Practices: TAC Standards 1.1 through 3.9
□ Complies with class and program requirements
    □ Attends classes, trainings, and field experiences
    □ Arrives on time and remains for the duration
    □ Is prepared, engaged, and meets deadlines

□ Demonstrates academic integrity and honesty
□ Maintains appropriate confidentiality at all times
□ Demonstrates compliance with all laws and regulations
□ Demonstrates compliance with university policies and TEA/professional specialty program area standards

C. Professional Appearance: TAC Standards 1.7, 1.10, 2.5
□ Displays personal appearance and/or hygiene appropriate for professional settings

D. Professional Language/Communication: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11. 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9
□ Uses appropriate and professional language and conduct
□ Works effectively, collaboratively, and equitably with others
□ Receives feedback in a positive manner and makes necessary adjustments
□ Uses electronic and social media appropriately, e.g., texting, Facebook, Linked-In
□ Follows school and state regulations in electronic contacts made with PreK-12 students, parents, administrators, professors and others professionals
□ Uses UT Arlington email as official university form of electronic communication and information
□ Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email

Texas Administrative Code, Ethics and Standard Practices for Texas Educators:
http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2

V. References

Rinaldo, V., Sheeran, T., Denig, S, Smith, R. M., Foote, C. J., & Vermette, P. (2009, February). Dispositions: Improving the effectiveness of teacher candidates by examining the intangibles of the profession. Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education, Chicago, Ill.

Texas Administrative Code: Ethics and Standard Practices for Texas Educators (2010). Retrieved from: http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc= &pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2. *Source Note:* The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

TEA Standards & TExES PPR:

*TEA Standards and TExES PPR Competencies occur throughout the course. The calendar, at the end of this document, identifies when they are introduced. Although this course does not teach Social Studies content per se, teacher candidates demonstrate their content knowledge when applying content to instruction (i.e., unit plan, lesson plan, discussions, etc.) and when we discuss their experiences in the field.

TEA Standards:

1) 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.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.
(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
(iii) Teachers adjust content delivery in response to student progress through the use

(2) 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.
(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.
(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.
(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.
(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) 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.
(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
(ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(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.
> (i) Teachers organize curriculum to facilitate student understanding of the subject matter.
> (ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
> (iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(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.
> (i) Teachers teach both the key content knowledge and the key skills of the discipline.
(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(4) 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.
> (i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
> (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
> (iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
> (i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
> (ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
> (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
> (ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
> (iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.
> (i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
> (ii) Teachers maximize instructional time, including managing transitions.
> (iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
> (iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

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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.*

Assignments:

Major Assignments

See below for assignment guidelines

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

Field Reflections (FR) Guidelines (Weekly)

- Write a 100-300 word reflective essay in which you describe and analyze your experiences for the week.
- At least 10 reflections must discussion techniques from 10 different chapters (1 chapter per week) from the book *Teach Like a Champion 2.0*.
- Other reflections should include attention to your thoughts about the social studies 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'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.
- Be sure to edit your essay for mechanics, punctuation, and spelling.
- **A <u>final Field Reflection</u> will be at the end of the semester.** The final FR should combine your essays into one coherent essay in which you demonstrate that you are thinking deeply about what you have learned about secondary social studies teaching and learning during the semester. The final FR should be 1500-2000 words.

Reading Response Paper (RRP) Guidelines

1. Using the book *Instructional Strategies for Middle and Secondary Social Studies* by Larson and Keiper, submit a reading response paper for selected assigned readings. See the course calendar for specific due dates and reading assignments. Each paper must be posted to Blackboard before the deadline. *Papers will not be accepted after the due date*.
2. Be sure to edit your RRP for mechanics, punctuation, and spelling.
3. Go to the Writing Center for assistance.
4. Use sub-headings to identify each of the 5 components of the paper.

5. The five (5) components of the paper are:

- <u>5 Terms/Concepts</u>: Select five terms/concepts from the readings whose meanings are important to an understanding of the author's ideas and/or the concepts presented in the chapter. List the term, the page number on which it appears, and a definition (from an online dictionary or as the author defines it). Cite the source of the definition.
- <u>4 Passages</u>: As you read, you should underline or highlight key passages (a few sentences or phrases) that you think are important to understanding the reading. Select four of the passages that you think are most important. Copy the passages into your Countdown paper along with the page numbers. Write a 2-3 sentence explanation about why you selected each passage as important.
- <u>3 Main Ideas</u>: What do you think the author wants you to remember after having read these chapters? 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.
- <u>2 Connections</u>: 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?
- <u>1 Question</u>: 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 Placement Sign-in Sheet (TEA documentation)

- A sign-in sheet, provided on Blackboard, 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.

Online Assignments

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

Professional Dispositions and Collaborative Learning

Collaborative Learning

- 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.

Professional Dispositions Policy

Each candidate in the College of Education and Health Professions 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 candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions.

Professionalism: Attendance, punctuality, and active participation in class and field experiences are considered indicators of your professionalism and dedication to the teaching profession. You are expected to demonstrate professionalism by attending class and field experience meetings, participating in discussions, arriving on time, coming to class and field meetings fully prepared, dressing in a professional manner during the field experience, and otherwise conducting yourself in a professional manner. Points will be deducted from the course grade for failure to participate in class activities, lack of preparation for class and field experience meetings, failure to

abide by school district policies, or other similar unprofessional conduct. For example, I consider it unprofessional and rude to engage in any of the following behaviors during class: reading a newspaper, reading or working on material for another class, engaging in side conversations during lectures or full class discussions, text messaging, checking e-mail, reading or posting to Facebook or other social media, etc.

Lesson Plan and Reflection Assignment (Major Assessment in TK20)

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.

- Ideally, you will teach at least one lesson in each of your placements. However, <u>one lesson plan</u> (either the stand alone lesson plan or the one in the Unit Plan) <u>must</u> be <u>taught</u> in <u>one</u> of your placements.
- See the addendum to the rubric. The lesson plan turned into TK20 must address the two national standards listed.
- Lesson plans must align with the Cooperating Teachers (CTs) course outline; CTs should be consulted when planning the lesson.

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**

<table>
<tr><td colspan="2"><div align="center">University of Texas at Arlington
Secondary Lesson Plan and Self-Assessment Form</div></td></tr>
<tr><td colspan="2">UTA Candidate: _____</td></tr>
<tr><td>Cooperating Teacher _____</td><td>School: _____</td></tr>
<tr><td>Grade Level: _____</td><td>Subject: _____</td></tr>
<tr><td>Lesson Topic: _____</td><td>Date of Lesson: _____</td></tr>
<tr><td colspan="2">Approximate Duration of Lesson: _____</td></tr>
</table>

1. **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.)

2. **Standards, Objectives, Resources (Materials, Technology, and Vocabulary)**
   a. <u>TEKS:</u> *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. (Social Studies must include at least one TEKS from the Social Studies Skills strand and another from a different strand.)
      ii. *Write the standard as it appears in the TEA document, with appropriate indentation.*
   b. <u>English Language Arts Proficiency Standards (ELPS):</u>
      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).
   c. <u>National Standards:</u>
      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.)* http://www.socialstudies.org/standards/teacherstandards
   d. <u>Learning Objective(s)</u> (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.
   e. <u>Language Objective(s)</u>
      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.)
   f. <u>Materials Needed:</u> (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."
   g. <u>Technology Needed:</u> (Bulleted List)
      i. Provide a rationale statement. (Explain why this technology is necessary and important to the teaching of the lesson.)
   h. <u>New Vocabulary</u>
      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).

3. **Assessment/Evaluation Overview (Should directly connect to learning objectives and standards)**
   a. 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.*
   b. List or identify formative and/or summative assessment(s) for the lesson plan.
   c. *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.*

4. **Procedures—The Development of Topic and Practice of Knowledge and Skills**
   a. **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.

b. **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.

c. **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!

d. **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.

5. Planning Ahead for Other Lesson Considerations:

    a. **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.

    b. **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.

    c. **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.)

    d. **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.

6. 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 Grading Rubric

<table>
<tr><td></td><td>**Assignment Requirements**</td><td>**Approaches Standard**</td><td>**Meets Standard**</td><td>**Exceeds Standard**</td></tr>
<tr><td rowspan="6">Lesson Information and Resources</td><td>**Overall Format**</td><td>Does not follow format for assignment or missing some or all of required parts of the lesson</td><td>Lesson plan follows required format</td><td>Fully developed lesson plan that follows required format</td></tr>
<tr><td>**Overview (Description & Background)**</td><td>Demonstrates limited understanding of learners and/or has problems constructing overview.</td><td>Demonstrates general understanding of learners and an ability to construct overview.</td><td>Demonstrates in-depth understanding of learners and an ability to construct well developed overview.</td></tr>
<tr><td>**Standards (National, State, and Language)**</td><td>The standards selected are lacking or are not appropriate for the lesson.</td><td>The standards selected are adequate and provide clear direction for the learning objectives.</td><td>The standards selected clearly reflect the purpose of the lesson and provide clear direction for the learning objectives.</td></tr>
<tr><td>**Objectives**</td><td>Demonstrates limited understanding of learners and/or has problems constructing content and language objectives for instruction that draw on national standards and state standards (TEKS & ELPS).</td><td>Demonstrates general understanding of learners and an ability to construct content and language objectives for instruction that draw on national standards and state standards (TEKS & ELPS).</td><td>Demonstrates in-depth understanding of learners and an ability to construct well developed content and language objectives for instruction that draw on learning and language standards TEKS and ELPS, respectively.</td></tr>
<tr><td>**Resources (Materials, Technology, and Vocabulary)**</td><td>The resources are not adequately provided.</td><td>The lists of materials, technology, and/or vocabulary are adequate, but may lack a few resources.</td><td>The lists of materials, technology, and vocabulary clearly identify what is required for the lesson.</td></tr>
<tr><td>**Assessments**</td><td>Has difficulty developing appropriate summative and formative assessments. Assessment(s) selected is/are not well designed to enhance retention of content.</td><td>Shows ability to plan appropriate summative and formative assessments. Assessment(s) selected is/are designed to enhance retention of content.</td><td>Shows well developed ability to plan appropriate summative and formative assessments. Assessment(s) selected is/are designed to enhance retention of content.</td></tr>
<tr><td rowspan="2">Lesson Procedures</td><td>**Introduction to Lesson**</td><td>Demonstrates a limited ability to prepare students for the lesson.</td><td>Demonstrates adequate ability to prepare students for the lesson.</td><td>Clearly understands how to engage students and build anticipation for the lesson.</td></tr>
<tr><td>**Development of Topic (Lesson Procedures for Teacher Input, Modeling, Guided Practice, and Assessment)**</td><td>Lesson plan limited and/or lacks any real insights about learners, content, or pedagogy. The procedures lack clarity and/or are difficult to follow.</td><td>Shows good knowledge of content taught as well as instructional resources and procedures that are suited to the learners, content, and lesson. Procedures are generally clear and easy to follow.</td><td>Shows in-depth knowledge of content taught as well as instructional resources and procedures that are best suited to the learners, content, and lesson. Procedures are bulleted, clear, and easy to follow</td></tr>
</table>

	Assignment Requirements	Approaches Standard	Meets Standard	Exceeds Standard
Lesson Procedures Continued	**Graphical and Verbal Presentation**	Lacks or provides limited graphical and/or verbal presentations of content that clearly enhance students' comprehension of key concepts and/or skills.	Provides both graphical and verbal presentations of content that mostly enhance students' comprehension of key concepts and/or skills.	Provides both graphical and verbal presentations of content that clearly enhance students' comprehension of key concepts and/or skills.
	Presence of Critical/Analytical Thinking	Demonstrates poor/limited, unclear critical (analytical) thinking strategies (e.g., problem solving, predicting, etc.) and may not require students to think critically in the same way either independently or in groups.	Demonstrates good, clear critical (analytical) thinking strategies (e.g., problem solving, predicting, etc.) and requires students to think critically in a general way either independently or in groups.	Demonstrates strong, clear critical (analytical) thinking strategies (e.g., problem solving, predicting, etc.) and requires students to think critically in the same way either independently or in groups.
	Connection to Abstract and Concrete Representations of Content	Poorly connects and integrates abstract and concrete representation of content.	Mostly connects and integrates abstract and concrete representation of content.	Explicitly connects and integrates abstract and concrete representation of content.
	Guiding Questions	Does not design/ask questions or designs/asks poor questions that require low levels of knowledge and/or limited analysis.	Designs and asks good questions that demand students to explain what they know (e.g., "why," "how," "what if," etc.)	Designs and asks deep questions that demand students to explain what they know (e.g., "why," "how," "what if," etc.)
	Closure	Demonstrates a limited understanding of how to close a lesson or does not provide a closure.	Demonstrates a general understanding of how to close a lesson.	Demonstrates in-depth understanding how to close a lesson by meaningfully connecting key concepts.
Other Lesson Consideration Procedures	**Reteach**	Demonstrates a limited ability to plan ahead for the possibility of reteaching a key concept(s).	Demonstrates a general understanding how to plan ahead to reteach a key concept(s).	Demonstrates strong ability to plan ahead for the possibility of reteaching a key concept(s).
	Differentiated Instruction **(Extension, Modification, & Accommodation)**	Demonstrates limited understanding for planning lesson extensions, accommodations, and modifications needed for all students to learn.	Demonstrates an acceptable understanding for planning lesson extensions, accommodations, and modifications needed for all students to learn.	Demonstrates an in-depth understanding for planning lesson extensions, accommodations, and modifications needed for all students to learn.

	Assignment Requirements	Approaches Standard	Meets Standard	Exceeds Standard
Self-Assessment (Metacognition)	**Reflection**	Demonstrates poor/limited metacognition skills and ability to reflect on performance as a teacher by analyzing strengths, challenges, future application, plans for reteaching, and plans for ongoing connection to and practice of prior knowledge and skills.	Demonstrates acceptable metacognition skills and ability to reflect on performance as a teacher by analyzing strengths, challenges, future application, plans for reteaching, and 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, plans for reteaching, and plans for ongoing connection to and practice of prior knowledge and skills.
Other	**Grammar, Punctuation, Easy to Read**	Did not demonstrate appropriate grammar usage and writing conventions. Difficult to read.	Demonstrated partially appropriate grammar usage and writing conventions. Somewhat easy to read.	Demonstrated appropriate grammar usage and writing conventions. Easy to read.
	Addendums	*Social Studies/History, ELAR, and LOTE teacher candidates will also be assessed on how well they addressed the National Standards selected for each lesson. Ideally, each lesson should address different National Standards. (See Addendums)*		

History/Social Studies Addendum

Criterion	Not Applicable	Approaches Standard	Meets Standard	Exceeds Standard
	Standard was not taught in the lesson.	Improvement is needed to reach the proficiency required of a student teacher.	Improvement is needed to reach the proficiency required of a student teacher.	Candidate demonstrates proficiency approaching that of an experienced professional.
1.7 Production, Distribution, and Consumption				
1.8 Science, Technology, and Society				

Unit Plan Assignment (TK20)

UNIT PLAN (100 points): *Remember your Unit Plan should include a variety of instructional strategies modeled and practiced in this course.* **Your** <u>**mastery**</u> **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.**

*In class, students will be given specific national standards to address in the unit plan. NCSS standards: http://www.socialstudies.org/standards/teacherstandards
*The Unit Plan assignment includes a lesson plan, which may be taught in the early field placement.
*Unit Plan must align with the Cooperating Teacher's planned instruction. CTs should be consulted.

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:

I.   Unit Plan Information
    a. Provide the following Unit Plan Information: 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).
    b. *Calendar:*
        i.   Please attach a calendar that outlines this unit plan.
        ii. 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.)
        iii. Include the following information:
            1. Content and strategy(s): Provide 1 – 2 sentences describing the content, skills, and teaching strategies/activities required for the lesson.
            2. Include any of the following, as appropriate: Chapter and/or page numbers, tests, quizzes, projects, etc.
            3. Make a note on the calendar, indicating when the included lesson plan will take place.

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

  c. *Unit Assessments:*

    i. 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).

    ii. 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.

  d. Unit Fundamentals of Instruction

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

      1. Combine both visual and verbal presentation of content.

      2. 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.

      3. Connect and integrate abstract and concrete representation of content.

      4. Practice what students previously learned.

    ii. 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.)

II. Sample Lesson Plan

  a. Attach a sample lesson plan using the formal UTA format.

III. Essay (Unit Plan Rationale/Decision-making)

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

  b. State the purpose of this Unit Plan.

  c. 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?

  d. 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?

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

  f. 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.)

I. 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)	
II. SAMPLE LESSON PLAN	*Attach a sample lesson plan using the formal UTA format.*	
III. ESSAY (RATIONALE)	*Create a 3 – 4 paragraph rational for creating this instructional unit.*	

EDUC 4343: TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL
Fall 2016 ~ Sect 001 ~ Wed. 5:00-7:50

Unit Plan Rubric

Criteria	Approaches Standard	Meets Standard	Exceeds Standard
Unit Plan Components	Unit plan includes **less than 5** required elements: • Complete unit plan • Technology • Required materials & resources • Unit vocabulary • Calendar • Lesson plan • Reflective essay	Acceptable unit plan, includes **6 of the 7** required elements: • Complete unit plan • Technology • Required materials & resources • Unit vocabulary • Calendar • Lesson plan • Reflective essay	Fully developed unit plan, includes **all** 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.

Criteria	Approaches Standard	Meets Standard	Exceeds Standard
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.

EDUC 4343: TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL

Fall 2016 ~ Sect 001 ~ Wed. 5:00-7:50

Course Calendar

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. Mary D. Curtis

Date	Topic	- Reading Assignment - Assignments Due
8/31	Introduction to course; EFE Expectations Purpose of History/Social Studies Education The Social Studies Curriculum, TEKS Intro to Lesson Planning *TEA Standard 1; PPR Competency 3*	Larson & Keiper: Chapter 1 FR 1 – Post to Blackboard by 11:59pm on 9/3 With your CT, determine the topic, TEKS, objectives, and evaluation ideas for your lesson. Determine two possible dates to present. TExES Content Exam progress check.
9/7	The Social Studies Curriculum, TEKS Intro to Lesson Planning *TEA Standard 1-4; PPR Competency 1-3*	Larson & Keiper: Chapter 1 & 2 FR 2– Post to Blackboard by 11:59pm on 9/10
9/14	Planning, Learning Objectives, & Assessment Peer review: TEKS, objectives, and evaluation Review and Discuss Content Exam review assignment. *TEA Standard 1-4; PPR Competency 5-8*	Larson & Keiper: Chapters 2-3 **DUE: <u>RRP 1 – Ch. 1-3</u> (post to Blackboard by 4:30 pm on 9/17) FR 3– Post to Blackboard by 11:59pm on 9/17
9/21	Lecture & Direct Instruction Peer review: lesson plan **(LP Draft Due)**	Larson & Keiper: Chapter 5 FR 4– Post to Blackboard by 11:59pm on 9/24 **DUE: <u>Lesson Plan (LP) Draft</u>
9/28	Blackboard Assignment – Class will meet online: Special Populations, Assessment Data	FR 5– Post to Blackboard by 11:59pm on 10/1
10/5	Special Populations Summative, Formative, & Cumulative Assessments; Designing a Unit Plan ***Last week for 1st placement*	FR 6– Post to Blackboard by 11:59pm on 10/8 **DUE: <u>Lesson Plan</u>
10/12	Questioning Designing a Unit Plan ***Switch to new placement**	Larson & Keiper: Chapter 6 **DUE: <u>RRP 2 – Ch. 5-6</u> (post to Blackboard by 4:30pm on 10/17) FR 7 – Post to Blackboard by 11:59pm on 10/15
10/19	Instruction Practices	FR 8 – Post to Blackboard by 11:59pm on 10/22
10/26	Technology in the Classroom	FR 9 – Post to Blackboard by 11:59pm on 10/29
11/2	Analyzing Data for the Classroom	FR 10 – Post to Blackboard by 11:59pm on 11/5
11/9	Concept Formation Peer review: unit plan **(Draft Due)**	Larson & Keiper: Chapter 7 **DUE: <u>Unit Plan Draft</u> FR 11 – Post to Blackboard by 11:59pm on 11/12
11/16	Cooperative Learning, Simulations, and Role Play	Larson & Keiper: Chapters 8-9 FR 12 – Post to Blackboard by 11:59pm on 11/19 **DUE: <u>Unit Plan</u>
11/23	Happy Turkey Day! ☺	See instructions on Blackboard **DUE: <u>RRP 3 – Ch. 7-9</u> (post to Blackboard by 4:30pm on 11/26)
11/30	Topics in Education	Larson & Keiper: Chapters 10-11 FR 13 – (Two weeks) (Post to Blackboard by 11:59pm on 12/3)
12/7	Discussion, Debate, & Student-Directed Investigation ***Second Placement ends 12/7/16**	Larson & Keiper: Chapters 10-11 **DUE: <u>RRP 4 – Ch. 10-11</u> (Post to Blackboard by 4:30pm on 12/7) FR 14– Post to Blackboard by 11:59pm on 12/10 **DUE: <u>Field Placement Sign-in sheet Due 12/9</u>
12/14	Final Exam = Take-home FR	**DUE: <u>Final FR</u> – Post to BB by 11:59pm on 12/14

Guest speakers will be asked to address topics about secondary education throughout the course.

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