

Department of Teaching and Learning
Inquire. Educate. Innovate.

Course Information

Prefix & Number	EDSC 323
Title	TEACHING AND LEARNING SECONDARY EDUCATION
Credits	3 Credit Hours
Semester	
Instructor	
Office/Phone/Email	
Class Location	
Office Hours	
Prerequisites	
Course Description (Course Introduction)	The purpose of this course is to develop preservice teachers' understanding and abilities in using effective instructional planning techniques. Decision making, learning principles, course strategies, planning schemes, instructional tactics, class pacing and student evaluation are examined. Additionally, activities of learning to teach are aligned to the practicum.
SPA Standards Addressed: Standard Domain Areas Addressed in this Course INTASC Principles Addressed in this Course (please insert three subcomponents to them (performance, essential knowledge, and critical dispositions)	IN TASC STANDARDS ADDRESSED The content of this course is aligned with two InTASC standards listed below. Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. PERFORMANCES 7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. 7(g) The teacher understands content and content standards and how these are organized in the curriculum. ESSENTIAL KNOWLEDGE

7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

CRITICAL DISPOSITIONS

7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PERFORMANCES

8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

ESSENTIAL KNOWLEDGE

8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

CRITICAL DISPOSITIONS

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

OBJECTIVES

Students will be able to:

- Demonstrate mastery of lesson planning based on different instructional objectives, teaching models, and student diversity.
- Differentiate the teacher-centered and student-centered teaching models, classroom management and classroom assessment.
- Identify your teaching strengths and weaknesses through reflections on your teaching practice.
- Demonstrate the acquired teaching skills.

REQUIRED TEXTS AND TECHNOLOGY

Arends, R. I. (2015). *Learning to Teach*. 10th Edition. Boston, MA: McGraw Hill. ISBN: 978-0-07-811030-6

Provided on WebCampus:

Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools. *Educational Researcher*, 35(7), 3-12.
doi:10.3102/0013189X035007003

WebCampus: To complete this course, you must be able to use WebCampus to download articles, receive class emails, and turn in assignments.

ASSIGNMENTS, COURSE POLICIES, AND GRADING

Assignment Table

Assignments	Due Date	Points
1. Unit Plan (rough draft)	2/3	5
2. Lesson Plan #1	2/22	10
3. Lesson Plan #2	3/2	10
4. Lesson Plan #3	3/14	10
5. Lesson Plan #4	3/28	10
6. Final Unit Plan	5/9	20
7. Teaching Rehearsal #1	1/27, 2/3, 2/10, 2/17, 2/24, 3/2	5
8. Teaching Rehearsal #2	3/9, 3/16, 3/28, 3/30, 4/4, 4/6, 4/13, 4/18, 4/20, 4/25, 4/27	15
9. Data Inquiry Cycle	4/20	15
10. Class Participation	Ongoing	10
Total		110

Assignment Guidelines: All assignments must be written in Times New Roman 12 point font, be double-spaced, and follow APA (6th edition) formatting guidelines. **Assignments must be submitted electronically via WebCampus and are due by the time and date indicated.**

All assignments should be submitted with the following naming

convention: Student’sLastName_TitleoftheAssignment

Failure to follow any of these guidelines will result in a reduction in points. In order to work toward mastery, I will allow students to revise and resubmit assignments on **up to two occasions** throughout the semester. However, before resubmitting the student must meet with me to discuss revisions and edits. Otherwise, these revisions will not be accepted. The revisions must be completed within **two weeks** of receiving feedback, and **the final unit plan cannot be redone.**

Late Work: Late assignments will result in a 10% reduction in points **earned** per day each day that the assignment is late. For example, an assignment that is three days late will result in a 30% reduction in total points earned.

Absentee Policy: If you are absent more than twice, I will deduct points from your class participation grade as a result. Arriving late or leaving class early (10 minutes or more) twice will count as one absence. You can’t contribute to class if you do not attend.

Technology Policy: Electronic devices may only be used for class-related activities. Please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may affect your participation grade.

(1) Unit Plan Rough Draft (5 points)

Lesson planning in this course will utilize backward design. This design includes three stages:

1. Identify desired results
2. Determine acceptable evidence
3. Plan learning experiences and instruction accordingly

Stage 1	Stage 2	Stage 3
If the desired end result is for learners to...	Then you need evidence of the learners’ ability to...	Then the learning event needs to...
Drive in heavy traffic with aggressive and inattentive drivers without accident or anger	Handle real as well as simulated driving conditions in which defensive driving is required by traffic and behavior of other drivers.	Help novices: become skilled in handling the automobile; learn and practice defensive driving in a variety of situations; learn to defuse anger using humor and different thought patterns.

For this assignment, you will use backwards lesson planning techniques to create a rough outline of your unit plan. You should consult with your mentor teacher to create your unit plan

in order to ensure that you are incorporating the standards and lessons that will be covered during your practicum semester. *Note: While it is ideal that you will be able to teach all four of your lessons in the practicum, this will most likely not be possible.

Your rough draft will be completed on the template that is in Appendix B. **While this is a rough idea of your finalized plan, keep in mind that you will write 4 lesson plans throughout the semester that should fit into this plan.** The more work you do now, the easier your job will be during the rest of the semester.

Unit Plan Rough Draft Rubric

	Outstanding 4 (2.5 points)	Meets Expectations 3 (1.5 points)	Approaching Expectations 2 (.5 point)	Does Not Meet Expectations 1 (0 points)
Unit Plan Elements	All elements of the template are addressed and sufficiently explained.	Most elements of the template are addressed and mostly explained.	Few elements of the template are addressed or the unit is not cohesive.	No elements of the template are included and/or the unit is not cohesive.
Teaching Models	Multiple teaching models are considered/ incorporated in the unit plan.	At least two teaching models are considered/ incorporated in the unit plan.	Only one teaching model is incorporated or differentiation is not considered	Only one teaching model is incorporated and differentiation is not considered.
Objective and Assessment	Objectives are written in the ABCD format and are clearly connected to the assessment.	Objectives are written in the ABCD format and are somewhat connected to the assessment.	One or more elements of the ABCD model is missing from the objectives or objectives are not directly tied to assessment.	Objectives and/or assessment are absent.
Modifications and Accommodations	Adaptations, differentiation, and accommodations are individualized and logically connected to specific students' needs.	Adaptations, differentiation, and accommodations are somewhat individualized and logically connected to students' needs.	Adaptations, differentiation, and accommodations are barely individualized and/or not logically connected to students' needs.	Adaptations, differentiation, and accommodations are not individualized and/or are not logically connected to students' needs.

(2-5) Lesson Plans (4 x 10 points = 40 points)

You are required to write four lesson plans based on the specified methods studied in the course. Students will follow the UNLV Secondary Lesson Plan Template (see Appendix A) and the rubric below for each lesson plan. You are encouraged to use these Lesson Plans for your practicum, if appropriate. The lesson plans will follow the methods delineated in the book and will be completed as follows (page numbers for the phases of each model are included):

#1: Presenting and Explaining (p.289) or Direct Instruction (p.313)

#2: Concept Teaching (p.350) or Cooperative Learning (p. 387)

#3: Inquiry (p.355) or Problem Based Learning (p. 421)

#4: Any model of your choice (you are encouraged to use a method that you have not tried yet)

Lesson Plan Ruberic

	Outstanding 4 (2.5 points)	Meets Expectations 3 (1.5 points)	Approaching Expectations 2 (.5 point)	Does Not Meet Expectations 1 (0 points)
Lesson Plan Elements	All elements of lesson plan	Most elements of the lesson plan	Few elements of the lesson plan	Few elements of the lesson plan
	template are included, fully described, and in the appropriate format. All supplementary materials are included.	template are included, fully described, and in the appropriate format. Most supplementary materials are included.	template are included or the lesson is not written in the appropriate format. No supplementary materials are included.	template are included and/or the lesson is not written in the appropriate format. No supplementary materials are included.
Teaching Model (found in the Arends book)	All elements of the indicated teaching model(s) are included and explicitly labeled.	Most elements of the indicated teaching model(s) are included and explicitly labeled.	Some elements of the indicated teaching model(s) are included and explicitly labeled.	It is unclear what teaching model was used, elements are not explicitly labeled or are mislabeled.
Objective and Assessment	Objective is written in the ABCD format and is clearly connected to the assessment and standard.	Objective is written in the ABCD format and is somewhat connected to the assessment and standard.	One or more elements of the ABCD model is missing from the objective or it is not directly tied to assessment or standard.	Objective and/or assessment is absent or missing multiple elements from the ABCD model.

Modifications and Accommodations	Adaptations, differentiation, and accomm. are individualized and logically connected to specific students' needs.	Adaptations, differentiation, and accomm. are somewhat individualized and logically connected to students' needs.	Adaptations, differentiation, and accomm. are barely individualized and logically connected to students' needs.	Adaptations, differentiation, and accomm. are not individualized and/or are not connected to students' needs.
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(6) Final Unit Plan (20 points)

This is the last assignment for the semester and is the logical progression of your rough draft and 4 lesson plans. You will edit your original unit plan and submit it along with all four **revised** lesson plans. All of your lesson plans should be logically linked and should come together to create a cohesive unit. *Note: Your lesson plans do not have to be submitted in the order in which you teach them. However, in the final unit plan they should be in order. The final unit plan should also include ALL supplementary materials, including a pre and post assessment.

The final unit should be submitted as **one Word document**. Supplementary materials that cannot be submitted in Word (like PowerPoints) should be submitted as one large separate document.

Final Unit Plan Rubric

	Outstanding 4 (5 points)	Meets Expectations 3 (3 points)	Approaching Expectations 2 (1 point)	Does Not Meet Expectations 1 (0 points)
Unit Overview	Singular document that includes all required pieces; identifies the topic, grade level, and objectives; includes assessments; addresses rough draft feedback.	Missing one element, but does address rough draft feedback.	Missing 2 elements and/or does not address rough draft feedback.	Missing 3 or more elements and does not address rough draft feedback.
Daily Lessons	All 4 lesson plans are included, complete, revised, and varied. Accommodations and modifications are incorporated.	All 4 lesson plans are included, mostly complete, mostly revised, and varied.	At least 2 of the lesson plans are not revised or are missing elements.	Missing 3 or more elements.

Ancillary Materials	Unit plan includes any referenced files and links; all materials are grade-level appropriate	Most referenced files are included and the materials are appropriate for the grade level.	Some referenced files are included and/or some materials are grade-level appropriate.	Materials are not included or appropriate for the grade level.
Unit Cohesion	Unit plan is cohesive and has a solid logical flow. This unit plan could easily be incorporated in the classroom with little revision.	The unit plan is generally cohesive and flows logically. Minimal revisions are required for implementation.	The unit plan is not cohesive or and only flows somewhat logically.	The unit plan is not cohesive and does not flow logically.

(7, 8) Teaching Rehearsals (5 points + 15 points = 20 points)

In order to allow you to practice teaching in front of your peers and to receive constructive feedback, you will conduct two Teaching Rehearsals this semester. The goal of these rehearsals is to help you improve your daily instruction.

Teaching Rehearsal #1: The purpose of this rehearsal is to practice teaching the warm-up portion of a lesson only. This segment should last only 5 minutes. There is no rubric for this assignment; you will be graded on two criteria: (1) conveying an objective and (2) completion.

You will choose the topic of your warm-up, and it may be from your practicum experience.

Teaching Rehearsal #2: This rehearsal will require you to implement multiple elements of a lesson of your choice and should last between 12 and 15 minutes. You may choose to use videotape from a lesson you taught during this practicum experience, or you may choose to do a lesson in front of your peers.

For Teaching Rehearsal #2, you must submit an **abbreviated lesson plan** (i.e., only those activities completed during Teaching Rehearsal #2; the template is in Appendix C) along with a reflection on your performance that considers peer feedback. This reflection should be between 2 and 3 pages and should be turned in within **1 week** of your presentation. Any student who is significantly over or under the 12-15-minute time limit will receive a deduction in points.

Teaching Rehearsal 2 Rubric

	Outstanding 4 (3 points)	Meets Expectations 3 (2 points)	Approaching Expectations 2 (1 point)	Does Not Meet Expectations 1 (0 points)
Teaching Model	Teaching Rehearsal includes all elements of identified teaching model.	Teaching Rehearsal omits one element of identified teaching model.	Teaching Rehearsal omits two elements of identified teaching model.	Teaching Rehearsal omits three or more elements of teaching model, or teaching model is not identified.
Assessment	One assessment that is clearly connected to the objective is included in the Teaching Rehearsal and lesson plan.	One assessment that is somewhat connected to the objective is included in the Teaching Rehearsal and lesson plan.	One assessment that is barely connected to the objective is included in the Teaching Rehearsal and lesson plan.	An assessment is not included, or is not clearly connected to the objective of the lesson.
Lesson Plan	Lesson plan conforms to template and includes all instructional procedures.	Lesson plan mostly conforms to template and includes most instructional procedures.	Lesson plan somewhat conforms to template and includes some instructional procedures.	Lesson plan does not conform to template and/or does not include instructional procedures.
Consideration of Peer Feedback	Reflection attends to peer feedback thoughtfully and includes specific evidence from peers.	Reflection attends to peer feedback thoughtfully but includes little specific evidence from peers	Reflection attends to peer feedback somewhat thoughtfully but includes little specific evidence from peers.	Reflection barely attends to peer feedback and does not include specific evidence from peers.
Consideration of Teaching Experience	Reflection attends to experience thoughtfully and includes specific evidence	Reflection attends to experience thoughtfully but includes little specific evidence	Reflection attends to experience somewhat thoughtfully but includes little specific evidence	Reflection barely attends to experience and/or does not include specific evidence.

(9) Data Inquiry Cycle (15 points)

For the purposes of this project, data are defined as “any information that [help] educators know more about their students and which can be codified in some manner” (Wayman & Jimerson, 2014, p. 26). Thus, data include informal observations of students, formative assessments, affective data (i.e., student surveys), and summative data.

You will collect data about ONE student’s learning over the course of your practicum experience. *NOTE: Please speak to your mentor teacher a.s.a.p. to determine what type of data he or she is comfortable with you collecting. You should collect at least three different types of data as part of this inquiry cycle (i.e., observation, formative, affective, or summative and qualitative or quantitative) and the data should focus on a particular unit or skill for this student. You should determine what type of data to collect based on your understanding of the content and your students’ background knowledge.

The culminating paper will include a student biography, assessment matrix which includes both objectives and assessment (Arends, 2015, p. 243; see Appendix D), copies/scans of students’ original work with your feedback, and reflections about what these data tell you. The student biography should include information about the student including gender, racial demographics, baseline data or test scores for your content area (if available), the student’s interests inside or outside of school, and any information about the student’s family that he/she is willing to share (e.g., caregivers, siblings, etc.). You should include one in-depth reflection for each piece of data that you collect.

Data Inquiry Cycle Rubric

	Outstanding 4 (3 points)	Meets Expectations 3 (2 points)	Approaching Expectations 2 (1 point)	Does Not Meet Expectations 1 (0 points)
Use of a Variety of Data	At least three types of data are used and explicitly identified	At least three types of data are used, types of data are unclear or incorrectly identified.	Less than three types of data are used and types of data are unclear or incorrectly identified.	Only one type of data was used, and/or data were not clearly identified.
Connection to Instruction	Data connect logically to teacher’s instructional goals.	Data connect somewhat logically to teacher’s instructional goals.	Data barely connect to teacher’s instructional goals.	Data are unrelated to teacher’s instructional goals.

Student Data	Original examples of one student's work is included and is legible.	Original examples of one student's work is included and is somewhat legible.	Insufficient and/or unclear examples of one student's work is included.	One student's work is not included.
Reflection	One reflection is included for each piece of data; reflections accurately and thoroughly explore student learning apparent in the data.	One reflection is included for each piece of data; reflections somewhat accurately and thoroughly explore student learning apparent in the data.	Less than one reflection is included for each piece of data, and/or reflections inadequately explore the student learning apparent in the data.	An insufficient number of reflections are included; reflections do not explore the student learning apparent in the data.
Clarity	Paper reads clearly with fewer than two grammatical errors.	Paper reads clearly with fewer than five grammatical errors.	Paper is somewhat difficult to read with five or more errors.	Paper is very difficult to read due to the number of grammatical errors.

(9) Class Participation (10 points)

Class participation will be graded based on your attendance (see attendance policy) as well as active participation in course discussions. Missing class, leaving class early, late arrivals, inappropriate use of technology, failure to participate in group discussions or activities, and lack of attention to instructor or peer presentations could result in a deduction in points. Failure to fill out peer evaluations could also result in a deduction in points. Collaboration and professionalism are essential in becoming a successful teacher; therefore, you are expected to act as professionals in this course.

Assignments will be graded according to the rubrics and information provided in this syllabus. Course grades will be based on the following scale:

93-100	A	80-82.49	B-
90-92.49	A-	70-79.49	C
88-89.49	B+	Below 70	F
83-87.49	B		

SPECIAL NOTES

Academic Misconduct

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's

function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright

The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching

The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:
<https://www.unlv.edu/provost/teachingandlearning>
<https://www.unlv.edu/provost/transparency>

Incomplete Grades

The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be

recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail

By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library Resource

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.