ED 382
Principles of High School Education
3 Credit Hours
Summer 2012

Professor:
Dr. Laura Stokes    Phone: 256-765-4619    Office: SH 540    Email: lcstokes@una.edu
Office Hours:   M – F: 9:40 – 10:40 a.m.

Occasionally other obligations (University Committee meetings, etc.) may impose upon stated office hours.

Catalog Description: (Page 221, 2009-2010 Undergraduate Bulletin) The scope, function, organization, curriculum, and principles and practices in high school.

Course Text:

Additional materials: LiveText purchased at UNA bookstore or online @ www.livetext.com
LiveText must be used to submit required products for the course.
**Standards:** The student will demonstrate knowledge of:

1. The importance of developing learning objectives based on the Alabama courses of study and the needs, interests, and abilities of students. (2c2i)
2. A wide range of research-based instructional strategies and the advantages and disadvantages associated with each. (2c4ii)
3. A range of curricular materials and technologies to support the cognitive development of diverse learners. (4c4ii)
4. Current and emerging state initiatives and programs including, but not limited to, the Alabama Reading Initiative (ARI); theAlabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); the Alabama Connecting Classroom, Educators, and Students Statewide (ACCESS), and their relationship to student achievement. (5c3i)
5. Self-assessment of Professional Dispositions – You will maintain an attendance/activity log to be used in self-assessing of Professional Dispositions. This log is submitted at the end of the semester.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assignment</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>290-3-3-.03(2)(c)2.(i) Knowledge of the importance of developing learning objectives based on the Alabama courses of study and the needs, interests, and abilities of students.</td>
<td>Lesson plan</td>
<td>Lesson Plan Rubric</td>
</tr>
<tr>
<td>290-3-3-.03(2)(c)4.(ii) Knowledge of a wide range of research-based instructional strategies and the advantages and disadvantages associated with each.</td>
<td>Instructional strategies chart</td>
<td>Dossier rubric</td>
</tr>
<tr>
<td>290-3-3-.03(4)(c)4.(ii) Knowledge of a range of curricular materials and technologies to support the cognitive development of diverse learners</td>
<td>Curricular materials chart</td>
<td>Dossier rubric</td>
</tr>
<tr>
<td>290-3-3-.03(5)(c)3.(i) Knowledge of current and emerging state initiatives and programs including, but not limited to, the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); the Alabama Connecting Classroom, Educators, and Students Statewide (ACCESS), and their relationship to student achievement</td>
<td>Written description of each program with links to appropriate websites and reflection of how these initiatives and programs can improve student achievement</td>
<td>Dossier rubric</td>
</tr>
<tr>
<td>290-3-3-.03(3)(c)3.(i) Knowledge of the role that mathematics plays in everyday life.</td>
<td>Mathematical Inventory</td>
<td>Successful completion of Mathematics Inventory</td>
</tr>
<tr>
<td>290-3-3-.03(3)(c)3.(ii) Knowledge of the concepts and relationships in number systems</td>
<td>Mathematical Inventory</td>
<td>Successful completion of Mathematics Inventory</td>
</tr>
<tr>
<td>290-3-3-.03(3)(c)3.(iii) Knowledge of the appropriate use of various types of reasoning, including inductive, deductive, spatial and proportional, and understanding of valid and invalid forms of reasoning</td>
<td>Mathematical Inventory</td>
<td>Successful completion of Mathematics Inventory</td>
</tr>
<tr>
<td>290-3-3-.03(3)(c)3.(iv) Knowledge of both metric and customary measurement and fundamental geometric concepts, including shapes and their properties and relationships</td>
<td>Mathematical Inventory</td>
<td>Successful completion of Mathematics Inventory</td>
</tr>
</tbody>
</table>

**Course Requirements**
Each student is required to:

1. Demonstrate **professionalism** (the conduct or qualities that characterize a profession and a professional person) by doing the following:
   - Attending each class session.
- Participating in class discussions and activities, including completing assigned readings before class.
- Refraining from inappropriate activities such as using I-Pods, cell phones, etc., or doing non-related course activities during class.
- Turning in professional, error-free work on time. (Acceptance of late work will be at the professors’ discretion and may result in a penalty of ten points per day after the deadline.) Computer crashes, running out of printer ink, loss of storage media, etc. are not acceptable reasons for requesting permission to submit late work. If you must be absent you should submit your assignment electronically before class begins and bring a hard copy (if required) to the next class meeting (minimum of 5 points deduction). The professor will not be responsible for printing a hard copy of your assignment—the electronic copy is for verification purposes only.
- Treating professor and peers with respect;
- Dressing appropriately (remove hats before entering classroom, please) and using professional demeanor at all times;
- It is expected that you are truthful and honest. If you falsify any of your field experiences, plagiarize, or cheat in any way, you will be given an “F” in the course.

2. Develop/design teaching materials/resources to include, but not limited to:
   - A chart of at least 10 instructional strategies for diverse populations, including a brief description, correlation with the Alabama Course of Study, and advantages and limitations for each; (2c4ii)
   - Develop a list of curricular materials, websites, or other resources appropriate for students with diverse backgrounds and reading skills and justify their use within the given population; (4c4ii)
   - Develop a list of sponge/energizers; two of these should be fully developed.
   - Global Issues Assignment – A description of available school, community and state resources (both human and technological)
   - Alabama Initiatives – A written description of current state initiatives and programs, including Alabama Reading Initiative (ARI), Alabama Math, Science, and Technology Initiative (AMSTI), Alabama Learning Exchange (ALEX), and Alabama Connecting Classroom, Educators, and Students Statewide (ACCESS), with links to appropriate websites and reflection of how these initiatives and programs can improve student achievement.

3. Develop components of, and complete lesson plans to include, but not limited to):
   - One in-depth Introduction to Lesson; to include
     - Identification of audience (grade level, discipline, etc.)
     - Objective(s) in approved format
     - Correlation to appropriate standards, including Alabama Course of Study
     - Anticipatory set
     - Purpose (for students)
     - A graphic organizer to accompany this lesson
   - Two (2) lesson plans must be completed. These include;
     - A Tutoring Lesson with all materials
     - A lesson to be taught in a school in your content area. This will include the introduction and follow the COE lesson plan format. (Turn in on LiveText.)

4. Field Experience – 25 hours in a secondary classroom (18 hours must be in your content area and in three-hour blocks) (Turn in on LiveText).

Maintain electronic copies of your work (either on LiveText or disk). Should any problems occur, you may be asked to provide a copy of the assignment. Unless stated otherwise, you are to do all work independently. Your lesson plans should be created BY YOU and not from any other source, such as the Internet, text books, or other educators.
**Grading System/Assessment:**

<table>
<thead>
<tr>
<th>Components in Final Grade</th>
<th>Assessment Instrument</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam Average</td>
<td>2 short answer/essay exams</td>
<td>200</td>
</tr>
<tr>
<td>Candidate Dossier/LP Intro</td>
<td>Rubric</td>
<td>42</td>
</tr>
<tr>
<td>Field Experience</td>
<td>Rubric</td>
<td>63</td>
</tr>
<tr>
<td>Class Activities</td>
<td>Quizzes, Presentations, Daily Assignments, integrated lesson plans</td>
<td>150-200</td>
</tr>
<tr>
<td>Management Plan</td>
<td>Rubric</td>
<td>28</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>Rubric</td>
<td>(Tutoring = 30; Cognitive LP = 33)</td>
</tr>
<tr>
<td>Presentation (LP Intro)</td>
<td>Rubric</td>
<td>20</td>
</tr>
</tbody>
</table>

**Grades:**

All grades are based on points.
Each test will be worth 100 points: There is a midterm and a final exam.
The dossier is worth 42 points.
The lesson plan taught in the classroom and its reflection is worth 33 points.
The Management Plan is worth 28 points.
The Tutoring lesson plan is worth 30 points.
The observation hours and the reflection of these are worth 49 points. PLEASE NOTE: These observations must be done satisfactorily or you will receive NO CREDIT for the course. These are mandated by the State of Alabama. The observation log, as well as the reflections, must be turned in at the appropriate time to receive credit. Please turn in the completed log (hard copy) to Professor AND scan it into LiveText where it says “Field Experience Log.”

**Grading Scale:**

**Letter grades will be determined as follows:**

- A = 90 – 100
- B = 80 – 89
- C = 70 - 79
- D = 60 - 69
- F = 59 and below

All standards-based assignments must be satisfactorily completed to receive credit for this course.

To apply credit for this course to a teacher education program the candidate must earn a “C” or better.

**Instructional Methods:**

This course will utilize a variety of learning strategies to include cooperative learning, individual study, presentations, observations, interviews, and direct instruction.

**Bibliography:**

**UNA Policy for Students with Disabilities:**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Developmental Services prior to the beginning of the semester to initiate the accommodation process and to notify instructors within the first three class meetings to develop an accommodation plan. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Developmental Services.
UNA Attendance Policy: Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit. Each student is directly responsible to the individual professor for absences and for making up work missed. Particular policies and procedures on absences and makeup work are established in writing for each class, are announced by the professor at the beginning of the term, and for excessive absences, may provide for appropriate penalties including reduction in grades.

Official written excuses for absences are issued only for group absences incurred in connection with required regularly scheduled university-sponsored activities such as intercollegiate athletics (see *University of North Alabama Athletic Manual* for further requirements) and special performances. For all other types of group or individual absences, including illness, authorization or excuse is the province of the individual professor.

Whenever a student’s cumulative absences for any reason-excused or unexcused-exceed the equivalent of four weeks of scheduled classes and activities (one week in each four-week session or two weeks in the eight-week summer term), no credit may be earned for the course. When extended absences are caused by illness or similar extraordinary conditions, the student has recourse to the official withdrawal procedure and the W option provided therein; otherwise, the grade reported will be F.

Three tardies will equal one absence. *Being more than ten minutes late (or twenty minutes for night classes) will count as an absence, not as a tardy.* Leaving class early will be counted in the same manner as tardies, up to ten minutes before class ends will be a tardy, more than ten minutes will count as an absence. *A deduction in your final grade may result after three absences in day classes, 2 absences in night classes.* No credit will be given after 8 absences for “day” classes or 4 absences for “night” classes (University of North Alabama Attendance policy listed above). If you must miss a class, get class notes/assignments from a colleague. You are responsible for anything you miss.

If you are absent, it is your responsibility to do the following:
1) Get notes from colleagues;
2) Complete any work assigned during the class and turn this in at the appropriate time.

Absence does not excuse you from material covered or assigned.

In a licensure program, such as teacher education, attendance is a professional responsibility. Poor attendance may result in a poor recommendation.

Each student is responsible for signing the attendance sheet for each class period and for circling his/her initials if late.
The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome-based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission – “Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

“Knowledgeable Practicing Professionals”

who:
1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.
I have received a copy of the syllabus for ED 382. I have read the syllabus and have been offered an opportunity to ask questions about it.

I understand and agree to the requirements and grading mentioned in this syllabus. I also understand that lying about any field experiences and/or cheating on any assignment will result in an “F” in this course.

Signature

Print Name in Block Letters

Date