University of North Alabama
ED 634 Advanced Methods of High School Teaching
3 Credit Hours
Spring 2013

Instructor: Dr. Linda Lewis
Phone: 256-765-4568
Office: Stevens 552
Email: lllewis@una.edu

Office Hours

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<td>12:00 – 1:00</td>
<td>5:00 – 6:00</td>
<td>12:00 – 1:00</td>
<td>5:00 – 6:00</td>
<td>By appointment</td>
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Occasionally other obligations (University Committee meetings, etc.) may impose upon stated office hours.

Course Description: Intensive study of current literature and analysis of research applied to classroom teaching.

Term: Spring 2013

Course Prerequisites: ED 382 and ED 480
(It is strongly recommended that you also have completed ED 401 and EEX 340/605.)

Course Texts:

Required

College LiveText edu solutions - Student Edition


Additional readings:


Alabama Course of Study for your content area

Additional readings and websites will be provided throughout course and posted on Angel.

Last update: 12/10/12
CONCEPTUAL FRAMEWORK

“Engaging Learners,
Inspiring Leaders,
Transforming Lives”

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.
**NATURE OF THE COURSE:**
This course will explore a variety of performance-based tasks and assessments. The purpose of this course is to assist candidates in acquiring the skills, knowledge, and attitudes necessary in employing effective instruction. Candidates will expand their own professional development through knowledge of research on high quality teaching practices and professional standards. Candidates will create, implement, reflect upon, and analyze tasks and assessments.

**COURSE OBJECTIVES/STANDARDS:**

**Core Propositions of the National Board for Professional Teaching Standards**
1. Teachers are committed to students and their learning (Proposition 1).
2. Teachers know the subjects they teach and how to teach those subjects to students (Proposition 2).
3. Teachers are responsible for managing and monitoring student learning (Proposition 3).
4. Teachers think systematically about their practice and learn from experience (Proposition 4).
5. Teachers are members of learning communities (Proposition 5).

**Alabama Quality Teaching Standards**
Candidates shall demonstrate the knowledge of:
1. The components and characteristics of collaboratively designed and implemented individual behavioral support plans. 290-3-3-.03(2)(c)2.(iii)
2. Conflict resolution strategies, school emergency response procedures, and juvenile law. 290-3-3-.03(2)(c)2.(iv)
3. The importance of parents and/or families as active partners in planning and supporting student learning. 290-3-3-.03(2)(c)4.(iv)
4. The principles of individual and organizational change and a commitment to assume personal responsibility for leading and supporting others in results-oriented changes. 290-3-3-.03(5)(c)4.(ii)

Candidates shall demonstrate the ability to:
1. Articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitment. 290-3-3-.03(5)(c)2.(iv)

**Technology Proficiencies**
With regard to designing, implementing, and assessing technology-based learning experience to engage students and improve learning; prepare students for successive education, careers and college; enrich professional practice; and provide positive models for students, colleagues, and the community, individuals enrolled in Class A programs shall demonstrate ability to:
1. Engage in professional growth and leadership activities, including modeling lifelong learning by participating in face to face and online learning communities to continuously improve professional practice using existing and emerging digital tools, resources, and current research that focuses on improved student learning, as well as promotes professional development of other educators. 290-3-3-.42(4)(b)

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<thead>
<tr>
<th>National Board Core Proposition</th>
<th>Course portfolio</th>
<th>Rubric</th>
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<tr>
<td>290-3-3-.44(4)(d)</td>
<td>Teachers are committed to students and their learning.</td>
<td>Course portfolio</td>
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<tr>
<td>290-3-3-.42(4)(c)1.</td>
<td>Proposition 1</td>
<td></td>
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<tr>
<td>290-3-3-.44(4)(d)</td>
<td>Teachers know the subjects they teach and how to teach those subjects to students.</td>
<td>Course portfolio</td>
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<tr>
<td>290-3-3-.42(4)(c)2.</td>
<td>Proposition 2</td>
<td></td>
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<tr>
<td>290-3-3-.44(4)(d)</td>
<td>Teachers are responsible for managing and monitoring student learning.</td>
<td>Course portfolio</td>
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<tr>
<td>290-3-3-.42(4)(c)3.</td>
<td>Proposition 3</td>
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<tr>
<td>290-3-3-.44(4)(d)</td>
<td>Teachers think systematically about their practice and learn from experience.</td>
<td>Course portfolio</td>
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<td>290-3-3-.42(4)(c)4.</td>
<td>Proposition 4</td>
<td></td>
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<tr>
<td>290-3-3-.44(4)(d)</td>
<td>Teachers are members of learning communities.</td>
<td>Course portfolio</td>
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<tr>
<td>290-3-3-.42(4)(c)5.</td>
<td>Proposition 5</td>
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### Tentative Outline:

| I. | What is Effective Teaching? (Chapters 1-4, 9) |
| II. | Thinking Skills (Chapters 6, 7) |
| III. | Differentiated Instruction (Chapter 10) |
| a. | Learning styles |
| b. | Brain-based learning |
| c. | Collaborative teaching |
| d. | Accommodations |
| IV. | Research-based teaching/learning strategies |
| a. | Classroom Instruction That Works |
| b. | The Strategic Teacher |
| c. | Other strategies (teacher and student identified) |
| V. | Planning for instruction (Chapter 11, 13) |
| a. | Techniques |
| b. | Methods |
| c. | Strategies |
| d. | Questioning |
| e. | Evaluation |
| VI. | National Board Certification (Guest Speaker, NBCT website) |
| a. | Process |
| b. | Performance |
| VII. | Technology Integration (Guest Speaker) |
| a. | Teacher use of technology |
| b. | Student use of technology |
VIII. Assessment (Chapter 5)
   a. Traditional
   b. Performance-based
   c. Project-based

IX. Classroom Management (Chapter 12)
   a. Behavior
   b. Time
   c. Resources
   d. Technology

Course Requirements: (Project details and grading criteria will be found on LiveText and/or Angel.)

A. **Attend all** classes.
B. **Prepare for** class, including reading the text and all other assigned materials. Each assignment must be completed by due date. All work will be turned in, or submitted via LiveText, at the beginning of class on the assigned date. **Assignments will not be accepted after the due date unless arrangements are made with the professor in advance. Accepted late assignments are subject to a ten points per day late penalty.**
C. **Participate** in class discussions, answering questions presented by the instructor, and being an active member of group or class activities.
D. **Prepare and teach** two lesson plans with performance-based activities/assessment instruments. One lesson must involve technology (used by both teacher and students). These lesson plans will be taught in a 6-12 classroom, and will serve as the basis for the performance-based tasks, student work samples, and analysis of practice listed below.
E. Electronic portfolio to include, but not limited to, performance-based tasks and assessments, student work samples, analysis of practice, and field experience reflection (9 hours). More detailed instructions will be provided on LiveText document.
F. **Self-assess Professional Dispositions** – You will maintain an attendance/activity log to be used in self-assessment of Professional Dispositions. This log will be submitted at the end of the semester.
G. Other assignments as indicated, class activities, weekly assignments, pop tests, etc.

Assessment:

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<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Course Portfolio</td>
<td>50%</td>
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<tr>
<td>Lesson Plans</td>
<td>20%</td>
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<tr>
<td>Final Exam/Presentation</td>
<td>20%</td>
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<td>Class participation, class work, weekly assignments, field experience, dispositions, etc.</td>
<td>10%</td>
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Grading System:
A = 90 -100
B = 80 - 89
C = 70 - 79
F = Below 70

All standards-based requirements of the course must be satisfactorily completed to receive credit for the 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 teaching/learning strategies to include cooperative learning, individual study, presentations, observations, interviews, and direct instruction.

UNA Academic Honesty Policy: All members of the university community are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Students are expected to behave in an ethical manner.
Individuals who disregard the core values of truth and honesty bring disrespect to themselves and the University. A university community that allows academic dishonesty will suffer harm to the reputation of students, faculty and graduates.

**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 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 or ultimate dismissal from class with a failing grade.

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 and special performances. For all other types of group or individual absences, including illness, authorization or excuse is the province of the individual professor.

**Dr. Lewis’s Attendance Policy:** A deduction in the final grade may result after 2 absences. *Three tardies will equal one absence. Being more than twenty minutes late 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 will be a tardy, more than ten minutes will count as an absence. No credit will be given after 3 absences.*

Each student is responsible for signing the attendance sheet for each class period and for marking a “T” if you are tardy.

After an absence it is the student’s responsibility to do the following.

- Obtain notes from a classmate.
- Submit a proposal for how any standard for the missed class will be met.
- Pick up any papers distributed from Dr. Lewis’s office (not classroom), Room 552.
- Turn in any completed assignments in Room 552.
- Remember that prior-approved late work has a ten-point per day “late charge”.

**Accommodation Statement:**

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, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, 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 Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. 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 Disability Support Services (256-765-4214).

**NOTES:**
UNA teacher candidates are knowledgeable practicing professionals who 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. You may demonstrate that professionalism in many ways during this class, including, but not limited to:

1. Dressing appropriately. (Please do not wear caps or hats during class. Remember that when presenting in class shorts, sweats, and jogging suits are not appropriate.)
2. Turning off all CELL PHONES. (Exceptions are made for emergencies, prior notice required.) Students using cell phones during class will be asked to leave the classroom, and may not return during that class period.
3. Doing personal work outside of class or during break (i.e. email, games, or other non-class related computer work).
4. Respecting the rights of others. (Professionals refrain from behaviors that disturb the learning environment.)
5. Turning in work on time.
6. Following required procedures for completing and documenting field/teaching experiences, including signing in and out at the school and maintaining accurate records of time spent in the school setting.
7. Being prepared for class and contributing to class discussions.
8. Completing make-up work as outlined in attendance policy.
Syllabus (Dr. Lewis’s Copy)

I have been provided an electronic copy of the syllabus for Advanced Methods of High School Teaching/ED 634. The syllabus has been reviewed with me and I have been offered an opportunity to ask questions about it. I understand and agree to the requirements and evaluation criteria in this syllabus. I also understand that contact may be made with school personnel identified on field/teaching experience documentation to verify those activities.

Name: ________________________________ Date: ________________________________
(Please print)

Signature: ________________________________