



## EDSE 6603 Teaching in the Secondary School

### Course Syllabus

2022-2023

Download PDF Version

#### College

College of Education

#### Section

OLS01

#### Term

2023SP

#### Class Time & Place

Thursdays 5:00-7:30 pm, 1/12/2023 – 4/27/2023

#### Campus

Online

#### Course Description

This course will enhance the expertise of secondary-level educators. Candidates will explore and analyze major theories and research findings concerning adolescent development and their implications for developmentally appropriate curriculum in the secondary school. Candidates will further develop expertise in pedagogy appropriate for secondary students. Candidates will increase their knowledge of the history, philosophy, and future of secondary education. Students will complete a field experience.

#### Credits

3

#### Instructor

Dr. Christine Havens-Hafer

#### Email Address

chafer@piedmont.edu

#### Office

Athens Campus, Suite 305, Rm 306

#### Phone

Office Phone: 706-548-8505 X 8011 Cell: 706-389-4287

#### Office Hours

Mon. 11 - 2 pm

Tues. 11 - 2 pm

Wed. 10 - 2 pm

#### Textbooks and Class materials

There is no textbook currently for this course. Resources are provided on the Canvas site to support learning and discussions. These readings will include research, professional documents, and personal reading, and will be provided to you in class.

#### Student Learning Outcomes

Upon the completion of this course, students will be able to:

1. Demonstrate knowledge of the social, emotional, cognitive, and physical development of adolescent learners and the implications these characteristics have on developmentally appropriate practice.
2. Describe the procedural aspects and the culture of the high school environment.
3. Foster family involvement in adolescent education at home and in school.
4. Identify the needs of learners designated as high achieving, risk of failure, English language learners, students with special needs, or from diverse language and learning backgrounds and refer students to available in-school and community support service agencies.
5. Plan for, implement, and reflect on research-based instruction that motivates, engages, and responds to diverse students' context-based needs.
6. Assess and be reflective about their practice, taking appropriate actions to show continual growth as an educator.

#### Educational Technology Requirements

Online/Hybrid

Minimum technology requirements for online and hybrid courses may be found at the following URL: <https://www.piedmont.edu/academics/technology-requirements/>.

Active, weekly participation is required as a minimum standard to register attendance in an online or hybrid course. Logging onto a course, in the absence of active participation, is not sufficient to register attendance.

## Grading Scale

To promote fair and consistent assessments, the following grading guidelines will be applied on the total points:

A	100%	to	90%
B	less than 90%	to	80%
C	less than 80%	to	70%
D	less than 70%	to	60%
F	less than 60%	to	0

## Grading System

<b>Discussion Posts</b>	<b>10 points</b>
<b>Demographics Assignment</b>	<b>5 points</b>
<b>Differentiation Plan Assignment</b>	<b>5 points</b>
<b>Unpacking Standards Assignment, Part 1</b>	<b>10 points</b>
<b>Unpacking Standards Assignment Part 2, Assessments</b>	<b>10 points</b>
<b>Culturally Responsive Teaching Assignment</b>	<b>5 points</b>
<b>Unit Plan Matrix</b>	<b>10 points</b>
<b>Field Experience Report and Reflection Log</b>	<b>15 points</b>
<b>Unit Plan</b>	<b>30 points</b>
<b>Total points</b>	<b>100</b>

## Attendance

Attendance, timeliness, and participation are required in each course and are a part of professional dispositions. Each candidate is expected to be **regular and prompt in attendance**. Every class should be attended in order to gain the most toward professional development.

**Per Piedmont University policy: The only time a candidate should be absent from a class is if he or she has an illness, emergency, extenuating circumstance, or approved college absence (e.g., athletics, drama, field trips, school system function).**

Contact the professor of the course in advance when possible (if you are attending a cohort program, you must also notify the cohort coordinator). Keep in mind that tardiness or leaving class early is also considered a partial absence. It is expected that a candidate contacts the instructor to ask if it is possible to make-up work that was missed due to an approved absence. You are allowed two excused absences with makeup work.

**On the third absence, you will need to meet with the instructor and/or Dean to discuss consequences/choices.**

**For online classes, the candidate will lose 6 points from the total points earned this semester if no work is submitted by the due date. The candidate will lose 3 points from the total points earned this semester if partial work is missing. There is no makeup work to replace an asynchronous class.**

## Class Policies

### Active Participation/Professionalism:

Active participation in this class means that you will:

- prepare for classes by reading the text and/or other assigned readings;
- attend all face-to-face classes for duration of allotted class time
- take active part and contribute significantly during class discussions and activities;
- be attentive and respectful of peers and the professor during the discussions, dialogue, and presentations;
- practice professional use of a laptop (no surfing, emailing, instant messaging, or use of social media during class)
- submit all assignments on time.

As a candidate progresses through the program of study, he or she is developing a professional reputation. Upon completion of a program of study, a candidate often requests that a reference be provided to a school system for employment or for admission to an advance degree program. Almost every reference asks the recommender about a candidate's attendance, promptness, punctuality, dependability, and exercise of professional judgment in absences. Thus, a candidate should work toward developing an exemplary reputation regarding attendance and punctuality.

Furthermore, candidates for all professional educational roles are expected to model dispositions of professional educators.

The GAPSC guidelines state: ***"Candidates' work with student, families, and communities reflects the dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidates recognize when their own dispositions may need to be adjusted and are able to develop plans to do so."***

If a professor or instructor of a course has a concern about a candidate's attendance, participation, or professional dispositions, he or she is obligated to complete a *Candidate Notification Concerning Professional Dispositions* form. The following guidelines may be used to determine **excessive** absences:

**Evening classes meeting for entire semester: The third excused absence is considered excessive.**

This form will be signed by the candidate and forwarded to the Dean of the School of Education. The Dean will distribute the form to the appropriate Department Chair for review.

#### **General Guidelines for Written Work:**

Use APA style (7th Ed.). All papers for the course are to be typed using 12 pt. APA approved font. Papers should be double spaced, error-free, and grammatically correct (including punctuation, spelling, capitalization, etc.). Make good use of writing references such as dictionaries, writing handbooks, the writing reminder materials, computer spelling and grammar checks, and tutoring from the Learning Center.

Work submitted should reflect your professionalism and college level writing. Your writing and reflections will be assessed according to the depth, breadth, clarity, and accuracy they convey.

As your instructor, I reserve the right to deduct points from your total grade if there are significant grammar and/or APA style errors in what you have turned in. If you need a writing tutor please schedule an appointment with our free tutors. This site will take you to services provided to students: <https://www.piedmont.edu/student-success-center/>

**Links to Starfish can be found at this site.**

#### **Inclement Weather:**

In general, classes are dismissed or canceled when conditions in and around Athens become such that the main streets and college parking lots become too dangerous on which to drive. Candidates who live outside the Athens area for which road conditions are too difficult to proceed should stay at home. Candidates who miss class should consult their instructors for assignments and make-up work. Dismissed or canceled classes must be made up during semester breaks, the first available Saturday or an agreed-upon make-up by class members and the professor. You will be notified when make-up days are scheduled.

If classes are dismissed or canceled, the information will be posted to the Piedmont College website. Students should consult the college website, check their Piedmont e-mail, sign up for e-alert notifications (create an account on the eAlert system by following the directions outlined on <http://www2.piedmont.edu/alert/>), and consult social media for information about campus weather closings.

#### **Cell Phone Usage:**

Cell phones *should not* be used during class time. Use them only prior to the beginning of class or during break. If you need to be contacted during class due to a crisis, critical, or emergency situation, you should leave your phone on vibrate and respond appropriately and professionally by leaving the classroom quickly and quietly and conducting your conversation in the hallway away from the classroom door. Notify me in advance if possible if you expect to be interrupted by a phone call during class.

Points will be deducted for unapproved cell phone usage during class.

**Electronic Device Usage:**

Students are encouraged to bring personal computers, tablets, or other electronic devices to use during class. However, it is understood that students will not be using email, social media sites, or the Internet during class except as directed by the professor. Points will be deducted for unapproved electronic device usage during class.

**Instructional Methods:**

- Classes in the School of Education operate as a democratic classroom.
- Candidates engage in shared decision-making and in taking responsibility for making the classroom the best it can be.
- Interactive discussions and problem-solving are emphasized where all ideas and contributions are explored and respected.
- Various approaches are utilized by the candidates and professor including but not limited to: lecture, demonstrations, observations, class discussions, small group discussions, cooperative group work, field observations, use of educational technology, student presentations, readings, writings, listening, questioning, and formative and summative evaluations.
- Everything you see me do during class is something you can adapt and use in your own classroom, so be sure to note things you particularly enjoy so you will remember them.

**Make-up Policy****Penalties for Late or Missing Assignments:**

Online classes consist of Discussions and Activities. Failure to participate in an online class will result in a **zero** for that class.

**If you have a legitimate excused absence for missing Discussions/Activities, pending approval from the instructor, you will be given instructions for submission of work due. This may be the original assignment or, depending on the nature of the assignment, you may be given an alternate assignment.**

**Requests for Resubmissions:** Only your first submission for any assignment will be accepted, and that first submission will be evaluated as-is. Requests to resubmit work **after** the deadline will be subject to closer scrutiny and the 25% late penalty.

You are required to **immediately** reach out to the instructor to discuss the reason for missing the deadline and what steps must be taken to complete the work. According to Piedmont University's policy, **you will need to provide official documentation to support your need for extra time to submit work**, for example, a doctor's documentation on their official stationery explaining your inability to attend classes and complete outstanding work.

**Please be aware that each Canvas shell has an automatic analytics system built in that tracks the time students spend viewing the shell and working inside of it, as well as contact with the instructor and the instructor's contact with the class.**

This information is calculated into the student's participation grade for the course and will be accessed by instructors or if necessary, the Dean of the College of Education, who are reviewing extension requests.

If the student wishes to challenge an instructor's decision to not accept late work, they can appeal to the Dean but must provide appropriate documentation to support their request.

In addition, the Dean will access the shell analytics report of student participation and also ask the instructor to provide them with a detailed report on the student's interaction with course materials, the instructor, and the quality of work submitted up to that point.

**Course Outline/Schedule****Assignment for Following**

Week	Date	Topic	Assignment/Due Date
1	Jan.9-15	<p>Introduction to Course: What does it mean to be a teacher?</p> <p>Introduction to Unit Plan Matrix</p>	<p><b>For Next Week: Read</b> "History and Evolution of Public Education"</p> <p><b>Read</b> "Educational Philosophies Definitions and Comparisons Chart"</p> <p><b>Secondary Schools:</b> <a href="https://www.k12academics.com/history-education-united-states/secondary-schools">https://www.k12academics.com/history-education-united-states/secondary-schools</a></p>

2	Jan. 16-22	What is the history and philosophy behind secondary education?	<p><b>Discussion Post Initial Post Due: Wed 1/18 by 10 pm</b></p> <p><b>Respond to two classmates by Sunday, 1/22, 11:59 pm.</b></p> <p><b>Discussion Post closes at 11:59 pm on Sundays.</b></p> <p><b>For Next Week: Read</b> OASH "Adolescent Development Explained"</p>
3	Jan 23-29	What do you know about young adolescent development?	<p><b>Discussion Post Initial Post Due: Wed 1/25 by 10 pm</b></p> <p><b>Respond to two classmates by Sunday, 1/29, 11:59 pm.</b></p> <p><b>Discussion Post closes at 11:59 pm on Sundays.</b></p> <p><b>Assignment Due 1/22:</b> <b>Demographics Chart for Classroom</b></p> <p><b>For Next Week: Read</b> "The Self-Regulated Learning of Younger Adolescents with and without Learning Difficulti</p>

4	Jan. 30-Feb. 5	How do we support our students and encourage them to use self-regulation?	<p><b>Discussion Post Initial Post Due: Wed 2/1 by 10 pm</b></p> <p><b>Respond to two classmates by Sunday, 2/5, 11:59 pm.</b></p> <p><b>Discussion Post closes at 11:59 pm on Sundays.</b></p> <p><b>For Next Week:</b></p> <p><b>Read</b> Tomlinson Ch. 1-3</p> <p><b>Watch:</b> <a href="https://www.youtube.com/watch?v=xJqNzlhBlf0">https://www.youtube.com/watch?v=xJqNzlhBlf0</a></p> <p><b>Understanding IEP Goals:</b> <a href="https://www.understandingspecialeducation.com/IEP-goals.html">https://www.understandingspecialeducation.com/IEP-goals.html</a></p> <p><b>Cognitive, Social-Emotional, Linguistic:</b> <a href="https://www.youtube.com/watch?v=sJ2KlmG5OV0">https://www.youtube.com/watch?v=sJ2KlmG5OV0</a></p> <p><a href="https://www2.ed.gov/about/offices/list/ocr/504faq.html">https://www2.ed.gov/about/offices/list/ocr/504faq.html</a></p> <p><b>504 Plans</b></p> <p><a href="https://www.understood.org/en/school-learning/special-services/504-plan/504-plans-and-your-child-a-guide-for-fa-utm_source=google&amp;utm_medium=paid&amp;utm_campaign=evrgm-may20-fm&amp;gclid=CjwKCAjwJLD4BRAiEiwAg5NBFvUd8bSD7aVpLpAhGlcXkKP0ziXJR1CNLRTz0tWzkQJMdJzqtnMaWE">https://www.understood.org/en/school-learning/special-services/504-plan/504-plans-and-your-child-a-guide-for-fa-utm_source=google&amp;utm_medium=paid&amp;utm_campaign=evrgm-may20-fm&amp;gclid=CjwKCAjwJLD4BRAiEiwAg5NBFvUd8bSD7aVpLpAhGlcXkKP0ziXJR1CNLRTz0tWzkQJMdJzqtnMaWE</a></p> <p>Individual Education Plans (IEPs)</p> <p><a href="https://www2.ed.gov/parents/needs/speced/iepguide/index.html">https://www2.ed.gov/parents/needs/speced/iepguide/index.html</a></p> <p>Response to Intervention Tier 2</p> <p><a href="https://www.rti4success.org/">https://www.rti4success.org/</a></p> <p>Response to Intervention Tier 3</p> <p><a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/TieredSystem">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/TieredSystem</a></p> <p>English Language Learners</p> <p><a href="https://learn.teachingchannel.com/ells">https://learn.teachingchannel.com/ells</a></p> <p><a href="https://wida.wisc.edu/resources">https://wida.wisc.edu/resources</a></p> <p>Early Intervention Program (EIP)</p> <p><a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/EIP/2019">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/EIP/2019</a></p> <p>Dyslexia</p> <p><a href="https://dyslexiaida.org/frequently-asked-questions-2/">https://dyslexiaida.org/frequently-asked-questions-2/</a></p> <p>Dyscalculia</p> <p><a href="https://www.dyscalculia.org/">https://www.dyscalculia.org/</a></p> <p>Dysgraphia</p> <p><a href="https://www.dysgraphia.life/dysgraphia-basics">https://www.dysgraphia.life/dysgraphia-basics</a></p> <p>Gifted/Advanced Placement</p> <p><a href="https://www.nagc.org/resources-publications/resources/what-giftedness">https://www.nagc.org/resources-publications/resources/what-giftedness</a></p> <p><a href="https://ap.collegeboard.org/">https://ap.collegeboard.org/</a></p>
---	----------------	---	---

			<p>Behavior Intervention Plan (BIP)</p> <p><a href="https://www.youtube.com/watch?v=AUU4jP18gY4">https://www.youtube.com/watch?v=AUU4jP18gY4</a></p> <p><a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Positive-Behavior-Intervention-Plans.aspx">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Positive-Behavior-Intervention-Plans.aspx</a></p> <p><b>Differentiation per Data</b></p> <p>Article "Making a Difference: Carol Ann Tomlinson explains how differentiated instruction works and why we need it."</p> <p><a href="https://www.edweek.org/tsb/articles/2008/09/10/01tomlinson.h02.html">https://www.edweek.org/tsb/articles/2008/09/10/01tomlinson.h02.html</a></p> <p>Short video on differentiation by Carol Tomlinson</p> <p><a href="https://www.youtube.com/watch?v=01798frimeQ">https://www.youtube.com/watch?v=01798frimeQ</a></p>
5	Feb. 6-12	<p><b>Discussion Post Initial Post Due: Wed 2/8 by 10 pm</b></p> <p><b>Respond to two classmates by Sunday, 2/12, 11:59 pm.</b></p> <p><b>Discussion Post closes at 11:59 pm on Sundays.</b></p> <p><b>Assignment Due 2/12: Differentiation Plan</b></p> <p><b>For Next Week: PPT Unpacking Standards</b></p> <p><b>Learning Objective Repository:</b> <a href="https://www.gadoe.org/Technology-Services/Enterprise-Systems-and-Applications/Pages/Learning-Objective-Repository.aspx">https://www.gadoe.org/Technology-Services/Enterprise-Systems-and-Applications/Pages/Learning-Objective-Repository.aspx</a></p> <p><b>Bloom's Taxonomy &amp; Webb's Depth of Knowledge</b></p> <p><a href="https://www.synergiseducation.com/blooms-taxonomy-and-webbs-depth-of-knowledge/">https://www.synergiseducation.com/blooms-taxonomy-and-webbs-depth-of-knowledge/</a></p> <p>-</p> <p><b>IEP Goals &amp; Benchmarks</b></p> <p><a href="https://www.understandingspecialeducation.com/IEP-goals.html">https://www.understandingspecialeducation.com/IEP-goals.html</a></p> <p>-</p> <p><b>Assessing Prior Knowledge:</b> <a href="https://www.cmu.edu/teaching/designteach/teach/priorknowledge.html">https://www.cmu.edu/teaching/designteach/teach/priorknowledge.html</a></p> <p>-</p> <p><b>The importance of engaging prior knowledge:</b> <a href="https://sites.hampshire.edu/ctl/2017/09/14/the-importance-of-engaging-prior-knowledge/">https://sites.hampshire.edu/ctl/2017/09/14/the-importance-of-engaging-prior-knowledge/</a></p> <p><b>Mastery Learning and Scaffolding for Student Achievement:</b> <a href="https://www.jeffreyahinton.com/post/mastering-learning-and-scaffolding-for-student-achievement/">https://www.jeffreyahinton.com/post/mastering-learning-and-scaffolding-for-student-achievement/</a></p> <p><b>How do we understand who our learners are?</b></p> <p>State or Content Standard(s)</p> <p><a href="https://www.georgiastandards.org/Pages/Default.aspx">https://www.georgiastandards.org/Pages/Default.aspx</a></p> <p>-</p>	

6	Feb. 13-19	How do we use standards to plan?	<p><b>Discussion Post Initial Post Due: Wed 2/15 by 10 pm</b></p> <p><b>Respond to two classmates by Sunday, 2/19, 11:59 pm.</b></p> <p><b>Discussion Post closes at 11:59 pm on Sundays.</b></p> <p><b>Assignment Due 2/19: Unpacking Standards Worksheet, Part 1</b></p> <p><b>For Next Week: Read <a href="https://poorvucenter.yale.edu/Formative-Summative-Assessments">https://poorvucenter.yale.edu/Formative-Summative-Assessments</a></b></p> <p><b><a href="https://www.niu.edu/citl/resources/guides/instructional-guide/formative-and-summative-assessment.shtr">https://www.niu.edu/citl/resources/guides/instructional-guide/formative-and-summative-assessment.shtr</a></b></p> <p><b>Why should assessments, learning objectives, instructional strategies be aligned?</b></p> <p><a href="https://www.cmu.edu/teaching/assessment/basics/alignment.html">https://www.cmu.edu/teaching/assessment/basics/alignment.html</a></p> <p><b>PPT Formative/Summative Assessments</b></p> <p><b>Difference between accommodation and modification for a student with disability: <a href="https://www.washington.edu/centerforlearningandteaching/teaching/assessment/modification-student-disability">https://www.washington.edu/centerforlearningandteaching/teaching/assessment/modification-student-disability</a></b></p> <p><b>Modifications vs Accommodations: <a href="https://www.youtube.com/watch?v=X6rT2_fn4u0">https://www.youtube.com/watch?v=X6rT2_fn4u0</a></b></p>
7	Feb. 20-26	How do we create assessments?	<p><b>Discussion Post Initial Post Due: Wed 2/22 by 10 pm</b></p> <p><b>Respond to two classmates by Sunday, 2/26, 11:59 pm.</b></p> <p><b>Discussion Post closes at 11:59 pm on Sundays.</b></p> <p><b>Assignment Due 2/26: Standards Worksheet, Part 2, Assessment Assignment</b></p> <p><b>For Next Week Read Marzano's Art of Teaching Ch. 24 &amp; Ch. 25</b></p>



8	Feb 27-Mar 5	How do we incorporate different strategies in our unit plans?	<p><b>Discussion Post Initial Post Due: Wed 3/1 by 10 pm</b></p> <p><b>Respond to two classmates by Sunday, 3/5, 11:59 pm.</b></p> <p><b>Discussion Post closes at 11:59 pm on Sundays.</b></p> <p><b>For Next Week:</b>  <b>Read "Key Terms and Elements of Responsive Processes"</b></p> <p><b>Read:</b>  <a href="https://www.cultofpedagogy.com/restorative-justice-overview/">https://www.cultofpedagogy.com/restorative-justice-overview/</a>  <a href="https://www.nextgenlearning.org/equity-toolkit/school-culture">https://www.nextgenlearning.org/equity-toolkit/school-culture</a></p> <p><b>Watch:</b> Zaretta Hammond Culturally Responsive Teaching <a href="https://www.youtube.com/watch?v=LxhF7TZqDyA">https://www.youtube.com/watch?v=LxhF7TZqDyA</a></p> <p><a href="https://www.teachingchannel.com/blog/culturally-responsive-teaching-brain">https://www.teachingchannel.com/blog/culturally-responsive-teaching-brain</a></p>
	Mar 6-12	<b>SPRING BREAK No Class</b>	
9	Mar 13-19	What is culturally responsive teaching and how do we use it in our classrooms?	<p><b>Discussion Post Initial Post Due: Wed 3/15 by 10 pm</b></p> <p><b>Respond to two classmates by Sunday, 3/19, 11:59 pm.</b></p> <p><b>Discussion Post closes at 11:59 pm on Sundays.</b></p> <p><b>Assignment Due 2/19:</b>  <b>Culturally Responsive Teaching (Matrix)</b></p> <p><b>For Next Week:</b>  <b>Read</b>  <b>Positive Social Interaction:</b> <a href="https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/FY15%20TKES%20and%20LKES%20Documents/QG%20-%20TKES%20-%20TA">https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/FY15%20TKES%20and%20LKES%20Documents/QG%20-%20TKES%20-%20TA</a></p> <p><b>Weinstein Ch. 2 and 3</b></p>

10	Mar 20-26	How do I plan for an engaging and positive learning environment?	<p>Discussion Post Initial Post Due: Wed 3/22 by 10 pm</p> <p>Respond to two classmates by Sunday, 3/26, 11:59 pm.</p> <p>Discussion Post closes at 11:59 pm on Sundays.</p> <p>Assignment Due by 3/26: Unit Plan Matrix</p> <p>For Next Week: Read Standards Based Classroom Instructional Framework <a href="https://www.gadoe.org/School-Improvement/Documents/System%20for%20Effective%20School%20Instruction/GaDOE%20SBC%20Inst">https://www.gadoe.org/School-Improvement/Documents/System%20for%20Effective%20School%20Instruction/GaDOE%20SBC%20Inst</a></p> <p>Technology Standards: <a href="https://www.iste.org/standards/iste-standards-for-students">https://www.iste.org/standards/iste-standards-for-students</a></p> <p>Grouping: <a href="https://cft.vanderbilt.edu/guides-sub-pages/setting-up-and-facilitating-group-work-using-coop">https://cft.vanderbilt.edu/guides-sub-pages/setting-up-and-facilitating-group-work-using-coop</a></p> <p><a href="https://www.edweek.org/teaching-learning/opinion-what-are-the-best-strategies-for-small-group-instructi">https://www.edweek.org/teaching-learning/opinion-what-are-the-best-strategies-for-small-group-instructi</a></p>
11	Mar 27-Apr 2	How do I plan and write a learning segment for my content?	<p>Discussion Post Initial Post Due: Wed 3/29 by 10 pm</p> <p>Respond to two classmates by Sunday, 4/2, 11:59 pm.</p> <p>Discussion Post closes at 11:59 pm on Sundays.</p> <p>For Next Week: Read "PBDA Statement Related to Professional Communication"</p> <p>"Intern Keys Standard 9: Professionalism"</p> <p>"Intern Keys Standard 10: Communication"</p> <p>"Guidelines for Professional Critical Communication"</p> <p>"PBDA Rubric"</p> <p>Reflective Teaching: <a href="https://poorvucenter.yale.edu/ReflectiveTeaching#:~:text=Reflective%20teaching%20involves%20examin">https://poorvucenter.yale.edu/ReflectiveTeaching#:~:text=Reflective%20teaching%20involves%20examin</a></p> <p>Three Reflective Practices for Effectiveness: <a href="https://www.ascd.org/blogs/three-reflective-practices-for-ef">https://www.ascd.org/blogs/three-reflective-practices-for-ef</a></p> <p>Making Time for Reflective Practice: <a href="https://www.edutopia.org/article/making-time-reflective-practice/">https://www.edutopia.org/article/making-time-reflective-practice/</a></p> <p>PBDA PPT</p>
12	Apr 3-9	What are professional dispositions and how should educators represent these? How do I become a reflective practitioner?	<p>Assignments Due by 4/9: Field Experience Report and Field Experience Reflection Log</p> <p>For Next Week: Workshop your Unit Plan with a partner.</p>

13	Apr 10-16	<b>Unit Plan Partner Work: Workshop pieces of your unit plan with your partner. Please have your unit plan matrix available to them along with what you have planned up to this point.</b>	<b>For Next Week: Work on Unit Plan</b>
14	Apr 17-23	<b>Unit Plan Partner Work: Workshop pieces of your unit plan with your partner. Please have your unit plan matrix available to them along with what you have planned up to this point.</b>	<b>For Next Week: Finish Unit Plan</b>
15	Apr 24-28	<b>Unit Plan Due</b>	<b>Assignment Due 4/24: Unit Plan</b>

#### Description of Field Experience Report:

#### Learning Objectives

Report and reflect on one's field experience by connecting new understandings developed in coursework to authentic school-related contexts.

#### Purpose

The purpose of field experiences is to provide candidates with opportunities to connect new understandings developed in coursework to authentic school-related contexts. This includes observation, practice, application of knowledge and skills, and demonstration of dispositions expected of teacher-leaders, and requires experience outside of traditional classroom time. Candidates must complete this field experience in order to receive a final grade in the course.

#### General Guidelines

The aim of this Field Experience assignment is to engage in dispositions of a teacher leader by surveying stakeholders (teachers and students) on a topic related to practice and pedagogy of teaching secondary education.

#### Part 1: Survey Stakeholders

Choose a teacher to observe and schedule time to discuss the observation with them. If they agree, you will ask them to provide you with the class periods which they would be comfortable having you visit. You may want to consider asking to observe two different classes which would allow you to compare and contrast the observations. Be sure to take copious notes during the observation. You may use the prompts below to guide you.

When you have concluded the observations, be sure to thank your host for welcoming you into their space!

By collecting, reviewing, and interpreting data, you will make connections between theoretical and conceptual concepts in the field of secondary education to your classroom or school context. Consider all parts of this Field Experience and make sure you plan your time wisely.

You will need to complete an observation in a classroom in your content area and grade band. If you are already in a classroom, you must observe a peer.

#### Part 2: Probe Findings

After your observation, schedule a 10-15-minute conversation with the teacher to discuss what you observed and to ask for their detailed input in response to your comments and questions. You can choose to discuss anything that stands out to you. Be prepared to probe them regarding some of their responses. Take notes of your discussion (during or immediately afterward) and include paraphrases or direct quotes from the teacher.

### Part 3: Review, Reflect, & Write Up

You will need to consider the following questions when you are writing your summary/synthesis. PLEASE do not copy the questions and then just answer them. Reflect, synthesize, explain your observations and thoughts. You will write a 2-page summary/synthesis of your observation using APA format and incorporate information from readings in this course.

#### Questions to consider:

- What is the setting of the classroom?
- Is this an effectively designed/arranged classroom environment?
- What teacher-student relationship can you see (or feel)?
- Is this an inclusive classroom? Culturally responsive? How do you know?
- How many students are in the classroom?
- What are the students doing?
- What kind of adult supervision was present? (Who is in charge?)
- What kind of instruction was occurring? (Was it engaging?)
- Did the students do what they were asked to do during the lesson?
- Evidence of Social Emotional Learning?
- What proactive managements did you see in place?
- What rules, procedures, consequences do you see or notice for this classroom?
- How did the teacher handle a reactive moment? Was there a logical consequence? Was discipline needed?
- Were the students on task during the lesson?
- Was the classroom structured?
- Did the students learn from the lesson?
- What connections can you make based on what you have been learning in this course so far?

#### Rubric

A rubric has been provided for you. Please refer to the rubric when planning your project and again before submission.

#### Piedmont Policies

*Non-Discrimination Policy:* It is the policy of Piedmont University not to discriminate in its educational programs, activities, or employment on the basis of sex, gender identity, sexual orientation, physical or mental disability, pregnancy, race, age, religion, color, national or ethnic origin, veteran status, genetic information, or any other category protected by applicable federal, state, or local law.

*Piedmont University* adheres to the federal definition of a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement. For the purposes of this definition, an instructional hour equates to direct instruction of 750 minutes for each credit hour awarded. The standard expectation for direct instruction classes is that students will spend a minimum of two hours outside the classroom for each hour spent in class, which is, 1500 minutes per credit hour awarded. Courses that are offered on a schedule other than the full 15-week semester contain the same number of hours as if the course were scheduled for a full semester. No reduction in direct instruction time or work time outside of class is permitted for courses offered in accelerated terms.

*The Learning Center* exists to help our students reach their various academic goals. The Learning Center offers academic support in all areas, including accounting, foreign languages, math, science, writing, and more. All tutors have excelled in the subjects that they help support and tutors are trained in the art of tutoring. Tutoring sessions and athletes in the Study Hall are monitored to provide the individualized attention our students need to achieve their personal best. We offer support by appointment in Starfish and walk-in availability is provided on a first come first served basis. For more information, please contact Oliver Howington ohowington@piedmont.edu or call 706-778-8500, ext. 1176 or visit: <https://www.piedmont.edu/learning-center>.

*Piedmont University* strives to make learning experiences accessible to all participants and will provide reasonable accommodations for students with disabilities. If you experience difficulties, based on the impact of a disability or health condition, please contact the **Office of Accessibility, Resources, and Services (OARS)** to initiate a conversation with our Director of Compliance, Equity, and Inclusion, Courtney Snow, about your options. Please know that accommodations are not retroactive, so avoid any delays. Contact Courtney Snow. at [csnow@piedmont.edu](mailto:csnow@piedmont.edu) or 706-778-8500, ext. 1504, or visit Daniel 303 Suite D. To request accommodations (*academic, dietary, housing, or emotional support animals*) please click the link below and use your Piedmont email and password: [https://piedmont-accommodate.symplicity.com/public\\_accommodation/](https://piedmont-accommodate.symplicity.com/public_accommodation/). If you are already receiving accommodations and need to update your memo or information, please click the link below and use your Piedmont email and password: <https://piedmont-accommodate.symplicity.com/students>

*Statement on Academic Integrity:* Students must be familiar with the university academic integrity policy. Plagiarism and other violations of this policy will not be tolerated. Instructors must send any academic integrity concerns directly to the dean who is responsible for the discipline in which the course is taught. See catalog at <https://piedmont.smartcatalogiq.com/> for complete policy.

**Directives on Completion of Student Work:** Course activities designated as quizzes, tests and exams are always to be completed by a student individually and without assistance from other people or resources UNLESS permission for collaboration or the use of external resources is explicitly permitted by the course professor(s). Hence all quizzes, tests and exams are to be considered closed-book/closed-notes and closed-internet (e.g., Google searches). Artificial intelligence apps are also banned on quizzes, tests and exams unless explicitly permitted by the course professor(s).

**Student Email Policy:** All Piedmont University students are required to use their Piedmont Lions email account (see Catalog at <https://piedmont.smartcatalogiq.com/> for complete policy). Since the Lions account is an official communications channel of the university, students are responsible for all information distributed to them through their account. Students are expected to check it daily.

**Withdrawal Policy:** Within the first several days of a term, students may add and drop courses with the permission of their advisor. The ranges for drop/add vary depending on the term (Fall, Spring, or Summer) and duration of the class (8 week or 15 week). Students should check the academic calendar for specific information. After this time, students may withdraw from a class. Please refer to the university catalog at <https://piedmont.smartcatalogiq.com/> for the particulars regarding the withdrawal policy.

**Excused Absence Policy:** Student absences for university-sanctioned events are generally considered excused absences because they are supportive of the university program. However, there are exceptions to the policy as noted in the University catalog. When absences are excused, instructors must allow students to make up any work that has been missed. Students are responsible for notifying their instructors, in advance, about absences from class due to participation in university-sanctioned events. See full policy in the University catalog at <https://piedmont.smartcatalogiq.com/>.

**Starfish®:** We Care About Your Success! We have partnered with Starfish Retention Solution, creating a platform for communication and resources focused on supporting your efforts throughout your educational journey. During the semester you may receive emails or texts from Starfish® regarding your course grades or academic performance. Please pay attention to these communications and consider taking the recommended actions. They are sent to help you be successful. In addition, your instructor may: (1) request that you schedule an appointment by going to Starfish, or (2) recommend that you contact a specific campus resource, such as tutoring or counseling. You may also be contacted directly by one of these services. You can quickly connect to many resources using Starfish. We hope you will choose to use the tool to support your success. You may access Starfish at <https://piedmont.starfishsolutions.com/starfish-ops/support/login.html?tenantId=9379>.

**Piedmont University Library** is dedicated to the success of our on- and off-campus students. The Library's website (<https://library.piedmont.edu/home>) offers the fastest, simplest solution to finding the authoritative sources you need: journal citations and full-text articles, access to books and eBooks, study guides, encyclopedias, streaming video, and more. Overwhelmed? Need help navigating? No problem: speedy assistance is available via chat or email with the Ask a Librarian service.

## **Additional Information**

**Read the Piedmont Academic Integrity Policy listed below:**

<https://piedmont.smartcatalogiq.com/2021-2022/undergraduate-catalog/academic-program/regulations/academic-integritystudent-violations/>

Complete the Student Responsibility Agreement and Academic Integrity module in Canvas prior to the start of the first class.